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ABSTRACT

The National Commission on Libraries and Information Science held a Mountain Plains Regional Hearing in Denver, Colorado, on September 18, 1974. The Commission was particularly interested in the present status of library and information services in the region including: cooperative efforts, state interest in a national program, the use of new technology, continuing education programs, and service to American Indians on reservations. Witnesses gave testimony about university, state, public, medical, school, and Indian reservation libraries, as well as library education programs, networks, systems, cable television, and the Western Interstate Commission for Higher Education programs for continuing education. The witnesses came from South Dakota, Utah, Nebraska, Nevada, Wyoming, Colorado, North Dakota, and Kansas. The written statements of the scheduled witnesses are presented, including three reports from attitude surveys completed by the Colorado State Library. (LS)

ED100342

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

MOUNTAIN PLAINS REGIONAL HEARING

September 18, 1974

Denver, Colorado

Volume One; Scheduled Witnesses

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VI

SCHEDULED WITNESSES

MOUNTAIN PLAINS REGIONAL HEARING

September 18, 1974

Denver, Colorado

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
SUITE 601 • 1717 K STREET, N.W. • WASHINGTON, D.C. 20036 • TELEPHONE (202) 382-6595

FREDERICK H. BURKHARDT
Chairman

RODERICK G. SWARTZ
Deputy Director

SCHEDULE OF WITNESSES

MOUNTAIN PLAINS REGIONAL HEARING
September 18, 1974
Denver, Colorado

8:00 a.m.- Mr. Herschel V. Anderson
South Dakota State Library Commission
Pierre, South Dakota

8:15 a.m.- Ms. Maryann Duggan
Dr. Patricia Geuder
Mr. Joseph Anderson
representing WICHE

8:30 a.m.- Mr. Bob Carmack
Director of Libraries
University of South Dakota
Vermillion, South Dakota

8:45 a.m.- Mr. Russell L. Davis
Mr. Richard Rademacher
Mr. Roger K. Hanson
UTAH

9:00 a.m.- Mrs. Jane P. Geske
Director
Nebraska Public Library Comm.
Lincoln, Nebraska

9:15 a.m.- Mr. Jack I. Gardner
President
Nevada Library Association
Las Vegas, Nevada

9:30 a.m.- Ms. Frae Ellery Hay
Rock Springs
Wyoming

9:45 a.m.- OPEN

10:00 a.m.- Ms. Marcelee Gralapp
Director
Boulder Public Library
Boulder, Colorado

10:15 a.m.- Mr. Darrell Heldebrandt
TAPE
North Dakota Public Library
Bismarck, North Dakota

10:30 a.m.- Mrs. Arduth Kocourek
Martin
South Dakota

10:45 a.m.- Ms. Melody Kuehn
Minot Public Library
Minot, North Dakota

11:00 a.m.- Mr. Perry G. Horse
American Indian Higher Education Consortium
Denver, Colorado

11:15 a.m.- Ms. Margaret Teachout
Standing Rock Tribal Library
Fort Yates
North Dakota

11:30 a.m.- Mr. Alex H. Warner
Boulder
Colorado

11:45 a.m.- Mr. Rob Frye
Denver
Colorado

12:00 noon-
1:30 p.m.- PUBLIC TESTIMONY

1:30 p.m.- Mr. Kenneth Dowlin
VIDEO-TAPE PRESENTATION
Natrona County Public Library
Casper, Wyoming

Andrew A. Aines • William O. Baker • Joseph Becker • Frederick Burkhardt • Daniel W. Casey • Harold C. Crotty • Carlos A. Cuadra
Leslie W. Dunlap • Martin Goland • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
John E. Velde, Jr. • Julia Li Wu

1:45 p.m.- Ms. Jane Greeley
University of Denver
Graduate School of Librarianship
Denver, Colorado

2:00 p.m.- Dean Margaret Goggin
University of Denver
Graduate School of Librarianship
Denver, Colorado

2:15 p.m.- STUDENTS OF DENVER UNIVERSITY

2:30 p.m.- Ms. Hazel Davison
Washington, Kansas

2:45 p.m.- OPEN

3:00 p.m.- Mr. Morris Schertz
Director of Libraries
University of Denver
Denver, Colorado

3:15 p.m.- Mr. James Marvin
Librarian
Topeka Public Library
Topeka, Kansas

3:30 p.m.- Ms. Louise S. Barker
Oskaloosa, Kansas

3:45 p.m.- Mr. Robert Braude
University of Colorado
Medical Center
Denver, Colorado

4:00 p.m.- Mr. Ed Miller
Denver Public Library
Mr. Ralph Newman

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Chairman

RODERICK G. SWARTZ
Deputy Director

Some topics of particular interest to the Commission as it prepares for the Mountain Plains regional hearing.

1. Strengths and weaknesses in library and information services in this region.

2. Inter- and Intra-state cooperative efforts. How strong are existing efforts? Are they supported by state administrations? What factors deter their development? How would the proposed National Program strengthen them? Could changes in it benefit the region even more?

3. State participation in the National Program. Are the benefits offered a state's users sufficient to encourage its participation in the Program?

4. Traditional library and information services in the region. Are they adequate? Can they be modified in some way to serve patrons better? Is it appropriate for the Federal government to encourage local improvement through financial aid programs? If so, what criteria should determine the amount of aid given?

5. Technology. Which technological innovations are particularly suited to the delivery of library and information services in this large geographic area? To what extent is Cable TV available and useful? Is the telephone used as often and as extensively as it might be by libraries and their patrons?

6. Continuing education programs for people who work in libraries and information services. What subjects most need to be taught? Should courses and workshops be developed on the local, state or regional level?

7. Service to Indians living on Reservations. What kinds of information services are most needed? Who should provide them? How and where are persons recruited to work with Indian people? Where can they be trained to give the kinds of service required? What efforts are underway to develop and collect resources on Indian languages and culture?

Andrew A. Aines • William O. Baker • Joseph Becker • Frederick Burkhardt • Daniel W. Casey • Harold C. Crotty • Carlos A. Cuadra
Leslie W. Dunlap • Martin Goland • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
John E. Velde, Jr. • Julia Li Wu

Ms. Marcelee Gralapp
Colorado State Library

The Colorado Council for Library Development, contracted with a private marketing research firm in 1973 to survey the attitudes, opinions and behavior of Coloradans with regard to library services. Their summary report constitutes Ms. Gralapp's testimony.

Some notable findings include the following:

1. Students report very high rates of library usage; only 7% don't use the school library.

2. Nonusers indicated a lack of salience. They simply do not think of the library or offer excuses that show how little importance the library has for them. While a few nonusers admit to barriers of transportation, handicaps, library hours, etc., their numbers are far surpassed by the former group. Nonusers were not asked where they turn for information.

3. Factors of access were rated most important to library users. They most desired a broad collection of materials. Helpful staff and collection depth were rated next most important while factors of convenience in hours, procedures and surroundings, etc., were seen as less important. Asked for areas needing improvement, those who thought their libraries inadequate cited widening the collection and, to a lesser degree, expanding service.

4. A wide gap was revealed between services perceived as being available and those that actually were and again between what individuals know to be available and what they actually use.

5. Public attitudes toward libraries were revealed as being generally positive but when practical matters were discussed an ambivalence was seen that appears to produce psychological barriers to library use even when the salience factor is overcome. Librarians are seen as concerned primarily about their collections and catering mostly to particular group of patrons. Complicated organization and procedures discomfited some people. The necessity to make the effort to physically visit the library and general feelings of inadequacy once there, apparently keep many people away from the library even when they approve of it.

over

6. From the selection of topics for which respondents said they would look in a library it is apparent that the library is seen as a source of general information. Other organizations that give specific and/or personalized service such as employment services, newspapers, stockbrokers are sought for information in those areas. Correlations between tendencies to use services and those that are actually offered were not drawn in the report.

Questions:

1. How are the findings of this survey being used? Might they be valid enough for use by other states in the Mountain Plains Region?

2. In light of the responses concerning tendencies to use the library for selected topics, what implications do you see for developing library services, given your financial resources and the availability of other information services?

3. Reaching people who don't want to come to the library can be very expensive. Providing delivery systems for people who can't come is also expensive. So is the broad collection important for your users. How do you allocate your resources?

A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

BEST COPY AVAILABLE

Volume 1

GENERAL STATEWIDE SUMMARY

ERIC document ED 089 705

Colorado State Library

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INTRODUCTION TO THE PROJECT

The following report is based on a survey designed to reflect the opinions and attitudes of the people of Colorado with regard to the libraries in the state. The overall objective of the survey was to aid the Advisory Committee of the Colorado Council for Library Development in their revision of the Colorado Plan for Library Development by providing the opinions, attitudes, and reported behavior of the citizens of the state concerning information needs and libraries. Of particular interest were the following general topics:

- The information needs of the people of Colorado.
- Usage and non-usage of library services in the state.
- Availability and evaluations of public libraries and particular library services, either currently existing or proposed.
- General attitudes toward libraries and the purposes Coloradans feel they should have.

These data reflect the responses of a base sample of 804 Coloradans across the state, supplemented by 102 additional interviews in the area of the Western Slope regional systems and an additional 100 interviews with secondary school and college students in the state. These supplements to the base sample were conducted in order to provide larger sub-samples of students and Coloradans in the Western Slope areas, where a pure probability sample would yield too few for reasonable analysis. Supplemental interviews are used only in the analysis of these sub-groups and are not included in the statewide totals, due to the bias that would occur.

In total, 1,006 personal interviews were conducted with a cross-section of the state's population according to an area probability sample. These interviews were conducted between July 12th and August 22nd, 1973. Technical details of the sampling, questionnaire, tabulations and written reports appear in the Technical Appendix, under separate cover.

INTRODUCTION TO THE GENERAL STATEWIDE SUMMARY

This initial volume was prepared to highlight the data and findings from a statewide viewpoint. Each of the following sections is, therefore, a summary, and more in-depth reporting on specific topics is available under separate cover.

Specialized reports also exist for secondary school and college students, as well as the adult, non-student population. An additional report concentrates on regional differences throughout the state.

The initial section deals with usage of the state's libraries by Coloradans, including libraries of all types -- public, secondary school, college and university, and private or special libraries across the state. It attempts to answer the questions concerning who uses what types of libraries and how they are used, as well as who does not use these libraries.

The second section concerns citizens' evaluations and perceptions of the nearest public library which serves them. The section that follows is concerned with usage or potential usefulness of various public library services.

General attitudes toward libraries -- likes and dislikes, desirable purposes for libraries to fulfill, and opinions on particular issues of interest -- are discussed in the fourth section.

The final section reports the findings with regard to the types of information which Coloradans feel are useful or desirable to have available, and their tendency to use a library for any of their information needs on a particular topic.

At this point the reader should keep in mind the population distribution in the state, upon which the sample and these current analyses are based. Table INTRO - I shows the distribution of the state's population among the current regional systems of the state library. A majority of the state's population resides in the Central System, including mainly the Denver-Boulder metropolitan area and the few less-populated surrounding counties. Other sizable population percentages exist in the Plains and Peaks system (including the Colorado Springs metropolitan area), the Arkansas Valley system (including Pueblo and numerous southeastern counties) and the High Plains system (with Fort Collins, Greeley and a broad area of northeastern Colorado).

The Western Slope systems -- Three Rivers in the northwest, Pathfinder in the central west and Southwest -- together represent population approximately equal to any one of the eastern systems with the exception of Central. Since each of these systems would yield so few interviews in a basic area probability sample, additional interviews were obtained for use in regional analyses.

One additional aspect of the survey should be discussed at this point. In the original design, it was assumed that status as a student would have a major influence in library usage and information needs. The sample was designed, therefore, to obtain appropriate proportions of secondary school students, college students, and non-students. Based on available information, Table INTRO - 2 shows the student status of the state's population which is thirteen years of age or older.

As was the case with the Western Slope systems, the student sample was supplemented to include an additional 100 interviews distributed according to population across the state.

When computations are indicated as representing the state, they include neither the supplementary interviews, conducted with students nor those supplementary interviews from the Western Slope. Instead, they include only the natural percentages of students and Western Slope populations.

Computations to represent the students of Colorado utilize the natural proportion of students that fell into the base sample, and also the supplementary student results. Likewise, when only the Western Slope percentages are discussed they include these supplementary interviews.

For a number of reasons, it was decided early in the survey planning to exclude from examination the sub-teens. Both preschool and elementary school children could not be questioned along lines comparable to those for teenagers and adults. An examination of information needs, library habits and attitudes for these age groups should be done through an entirely separate study, specifically designed and executed to obtain these data.

As such, there are few references in this study to possible usage of libraries by pre-school and elementary school children. This aspect of library services should not be forgotten, although this survey is concerned with teenage and adult behavior and attitudes.

TABLE INTRO - 1

POPULATION AND SURVEY SAMPLING OF THE REGIONAL LIBRARY SYSTEMS DESIGNATED BY THE COLORADO STATE LIBRARY

REGIONAL SYSTEM	COLORADO POPULATION (% 1970)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	GEOGRAPHIC OVERWEIGHT	TOTAL INTERVIEW OBTAINED (%)
Central	56.3	452	56.2	-	452
Plains & Peaks	11.3	89	11.1	-	89
Arkansas Valley	10.4	85	10.6	-	85
High Plains	11.2	90	11.2	-	90
Three Rivers	2.9	25	3.1	36	61
Pathfinder	4.5	34	4.2	31	65
Southwest	3.4	29	3.6	35	64
	100.0	804	100.0	102	906

TABLE INTRO - 2

STUDENT STATUS OF COLORADO POPULATION (13 AND OVER) AND SURVEY SAMPLE

	COLORADO POPULATION (%)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	STUDENT OVERWEIGHT	TOTAL (%)
OUT OF SCHOOL	83.8	650	80.9	-	650
SECONDARY SCHOOL STUDENTS	11.0	112	13.9	44	156
COLLEGE STUDENTS	5.2	42	5.2	56	98
	100.0	804	100.0	100	904

I LIBRARY USAGE IN THE STATE

A. Frequency of Usage of the Types of Libraries

The various types of libraries across the state can be grouped into one of four classifications, as was done in the design of this study. First, there are the public libraries, supported by public funds and providing free services to all residents of a community. Public and private secondary school libraries are another category in that their primary duty is to provide service to their students and faculty, as also do the public and private college and university libraries.

A fourth category, called special libraries includes all other collections of library materials, administered as a library. This category includes the private collections of corporations; federal, state and local governmental agencies; and the libraries of organizations such as churches or clubs. Access to such collections is usually limited and such libraries are generally geared to particular topic areas.

Table I-1 shows the proportion of the statewide sample which uses these four types of libraries with particular frequencies. The table shows less than half of the statewide sample reported using the services of a public library with a frequency of less than once a year.

Thirteen percent reported usage at 1 - 3 times a year, while 12% said 4 - 6 times a year, on the average. A little less than a third of the state's population over twelve years of age report using public libraries monthly or more often, including 14% using monthly, 8% using 2 - 3 times a month and 7% more than 3 times in the average month. The data for secondary school, college, and special libraries can be interpreted in a similar manner.

Henceforth, in this report, respondents who say they use a particular type of library at least once a year will be referred to as users. Although this frequency is arbitrary, it is felt that this will serve to distinguish individuals who use the type of library with some degree of regularity from those who rarely, if ever, use the type. Conversely, respondents who report usage of a type of library less frequently than yearly will be referred to as non-users of the type.

TABLE I - 1

OVERALL FREQUENCY OF USAGE BY TYPE OF LIBRARY AMONG GENERAL POPULATION
(13 AND OVER)

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARIES (%)	COLLEGE LIBRARIES (%)	SPECIAL LIBRARIES (%)
USE LESS THAN ONCE A YEAR	46	83	85	88
USE: 1 - 3/year	13	2	5	4
4 - 6/year	12	1	2	2
monthly	14	3	3	2
2 - 3 month	8	3	1	1
more than 3/month	7	8	4	3
	100	100	100	100

On this basis of frequency of use, public libraries serve a broader segment of the state's teen and adult population. In total, 54% of the respondents reported using the public libraries at least yearly, while the comparable proportions for other types of libraries is 17% for secondary school, 15% for college and 12% for special libraries.

This is to be expected, due to the fact that while these latter three types of libraries are attuned to the needs of smaller, particular segments of the population and limited in access by rules or customs, the public library is, by definition, designed to serve the public.

Table I-2 shows these same usage data, tabulated according to student status. Among the non-student population approximately half are users of the public library. Only 4% could be classified as users of a secondary school library, while 11% use a college library and 13% use a special library.

TABLE I - 2

OVERALL FREQUENCY OF USAGE FOR TYPES OF LIBRARIES BY STUDENT STATUS

		PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARY (%)	COLLEGE LIBRARY (%)	SPECIAL LIBRARY (%)
ADULT NON-STUDENTS:					
USE LESS THAN ONCE A YEAR		51	96	89	87
USE:	1 - 3/year	13	1	4	4
	4 - 6/year	10	*	2	2
	monthly	13	1	2	3
	2 - 3/month	7	*	*	1
	more than 3/month	6	2	2	3
		100	100	100	100
SECONDARY SCHOOL STUDENTS:					
USE LESS THAN ONCE A YEAR		20	8	93	94
USE:	1 - 3/year	20	7	5	3
	4 - 6/year	21	6	1	1
	monthly	15	13	1	1
	2 - 3/month	14	20	-	-
	more than 3/month	10	46	-	1
		100	100	100	100
COLLEGE STUDENTS:					
USE LESS THAN ONCE A YEAR		29	95	20	88
USE:	1 - 3/year	13	1	7	4
	4 - 6/year	19	-	7	2
	monthly	15	-	11	2
	2 - 3/month	9	1	11	1
	more than 3/month	15	3	44	3
		100	100	100	100

* LESS THAN .5%

More secondary school students report using their secondary school libraries, and they use them frequently. Only 7% of the junior high and high school student respondents report not using a secondary school library, while over three-quarters report using them in the average month or more frequently.

A high proportion of secondary school students also report using public libraries (80%), although with much lower frequency than their own school libraries. Few secondary students report using college or special libraries, and even when their usage is infrequent.

College students, like secondary school students, report high rates of usage for the libraries which exist to serve them specifically. Eighty percent of college and university students report usage of their college libraries, and approximately two-thirds use these libraries monthly or more often. As was the case with high school students, college students report significantly higher usage of public libraries than do non-students, and use the special libraries of the state at a rate approximately equal to that of non-students.

In summary, non-students use primarily the public libraries. Students use the specific libraries geared to them, but also use public libraries at rates higher than those who are out of school.

B. Usage of Public Libraries

Table I-3 shows in profile the basic demographic characteristics of those who use a public libary at least once a year
54% (~~40~~% of the total sample) and those who use a public library less frequently, if ever. Some differences in these two groups are apparent.

Users tend to include slightly more women than men, and a disproportionate share of the youngest age group (13-17). Users also include many in the ages 25-44. By contrast, non-users include a higher than average proportion of Coloradans over 45. Slightly less than one-quarter of the users are over 45, while this age group constitutes almost half of the non-users.

In addition, users are more likely to be middle to higher income families rather than lower income. Only about one-quarter of the users have incomes under $8,000, while the comparable figure for the non-user group is 44%. Slightly over one-quarter of the non-users have incomes over $12,000, while this is 41% of the users.

TABLE I - 3

PROFILE OF USERS VS. NON-USERS OF PUBLIC LIBRARIES

		USE PUBLIC LIBRARY (%)	DO NOT USE PUBLIC LIBRARY (%)
SEX:	Male	43	53
	Female	57	47
AGE:	13 - 17	20	7
	18 - 24	13	17
	25 - 34	25	15
	35 - 44	19	14
	45 - 54	11	16
	55 - 64	9	13
	65 and up	3	18
YEARLY HOUSEHOLD INCOME:			
	Under $ 3,000	5	9
	$ 3,000 - $ 4,999	5	12
	$ 5,000 - $ 7,999	15	23
	$ 8,000 - $11,999	24	20
	$12,000 - $15,999	21	17
	$16,000 - $19,999	11	5
	$20,000 - $30,000	8	3
	Over $30,000	1	1
	Refused	10	8
LAST GRADE IN SCHOOL:			
	1 - 8	9	21
	9 - 11	18	21
	12	27	33
	13 - 15	21	16
	16	13	5
	16 +	11	4
	Refused	*	*
OCCUPATION OF HOUSEHOLD HEAD:			
	Business/Professional	10	5
	Sub Professional	25	13
	White Collar	18	13
	Blue Collar	26	26
	Semi-skilled	11	20
	Working	3	16
	Other/Ref.	7	7

* LESS THAN .5%

(CONTINUED)

TABLE I-3: PROFILE OF USERS VS. NON-USERS OF PUBLIC LIBRARIES (continued)

	USE PUBLIC LIBRARY (%)	DO NOT USE PUBLIC LIBRARY (%)
RACIAL EHNIC:		
White Anglo	89	84
Spanish	8	13
Black	2	2
American Indian	*	*
Other	1	1
NUMBER OF CHILDREN IN HOUSEHOLD:		
None	31	51
One	20	16
Two	20	16
Three	17	9
Four	7	4
Five	3	1
Six or more	2	2
No answer	*	1
STUDENT STATUS:		
Adult non-student	74	89
Secondary school student	20	6
College student	6	5

* LESS THAN .5%

Still more dramatic are the educational differences between users and non-users of public libraries. Three-quarters of the non-users report never having attended college, while for users the comparable proportion is slightly over half. As might be anticipated from the educational differences, usage of public libraries is heavier among professional and white collar families. Users are also more likely to come from households with minor children than non-users, and the users include a disproportionate share of secondary school students.

Taken together, these data indicate that two major factors are relative to public library usage. One is the socio-economic status of individuals, with those who use public libraries being more likely to have more formal education as well as higher incomes. Non-users include more persons at the lower end of the socio-economic scale.

Enrollment in school, particularly secondary schools, is also a factor, presumably not related to the one previously noted. Users of public libraries include a disproportionate number of secondary school students.

Respondents who were classified as users of public libraries, in general questioning, indicated that their primary usage was in borrowing materials and in using the library as a source of reference materials. At a much lower rate, the library was reported used in connection with simply browsing -- including recreational reading in the library itself -- and also for its supplementary services such as photocopy machines or typewriters. Usage as a work or study atmosphere, or primarily through another individual (such as having another family member bring materials) was less frequently mentioned.

The particular type of materials most often mentioned as used were books and also reference materials. Magazines, children's books, audio materials, films and film strips, microreproductions, newspapers and graphics were all mentioned by small numbers of users. In a later section particular library services will be discussed in terms of their usage or potential usefulness.

Those Coloradans who did not use a public library were asked in some detail for the reasons for this, and in preliminary questioning, two major points came forth. First, a lack of salience, or simply never or rarely thinking of using the library, was evident in their comments. Another reason was a lack of time, either due to family, job, or some of a myriad of other duties which made it difficult to get to the library. While this reason cannot be taken at face value (ie. it would mean that library users have somehow more time in their lives) it serves as a partial reinforcement to the previous reason, the lack of salience. Saying that they lack time to use a library might be taken for saying that they don't have the "free" time, free from other, more important interests.

Other reasons for not using a public library included transportation problems, and usage of some other library (the latter being especially true among those students who did not use a public library). A lack of orientation to print or actual trouble in reading was also mentioned, with the assumption that a library is mainly oriented to that particular medium.

TABLE I - 4

PROJECTED REASONS FOR NOT USING PUBLIC LIBRARY: AMONG THOSE WHO USE PUBLIC LIBRARY LESS THAN ONCE A YEAR ON THE AVERAGE

	APPLIES (%)	DOES NOT APPLY (%)	DON'T KNOW (%)	TOTAL (%)
I don't ever think of going to the library..........................	53	45	2	100
I do very little reading............	51	48	1	100
I'm usually too busy to use a library..........................	50	48	2	100
I'd rather buy materials than borrow them.....................	45	52	3	100
There isn't much at the library that I need or want................	36	55	9	100
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines......................	24	74	2	100
I use a library other than the public library.....................	20	78	2	100
The library is just too far away for me to use......................	18	76	6	100
Transportation to the library is a problem for me..................	15	84	1	100
Due to my physical condition, it is difficult for me to use the library..........................	8	91	1	100
The hours the library are open are not convenient for me..............	6	73	21	100
The people at the library are not helpful..........................	1	74	25	100

As a cross-check, the non-users were asked a series of projected reasons for their not using such libraries. Their judgements appear in Table I-4. About half of the non-users agreed to lack of salience, being too busy and a lack of reading, as the reasons for not using the public library. A slightly lower proportion felt that purchasing books and other materials was preferable to borrowing from a library and over a third felt that the library had little to offer them.

Procedural complaints, usage of other libraries and transportation were mentioned by some, while physical condition and hours as reasons for non-use were still more infrequent. Only a handful of non-users felt that the people at the library were a factor in their non-use.

Taken together, these data do reflect some barriers to public library usage. Illiteracy, physical handicap, confusion about use of a library and what is available, and transportation are all present, but constitute much less of a barrier than might be anticipated.

The major barrier, it seems, is in the minds and attitudes of these individuals. Primarily, non-users seldom think of libraries as places to go, or else they think exclusively in terms of the traditional print-oriented libraries. A lack of time as a reason for non-use may also reflect their preference for convenience, and they perceive the use of public libraries requiring procedures which they feel are time-consuming.

Although some consider purchase preferable to borrowing materials, this may also reflect on their perceptions of going to libraries as a slow and time-consuming process -- involving finding what you want and checking it out -- as compared to obtaining comparable materials at a store. Still, the primary barrier remains the first one they encounter, that being simply not thinking of the library and not knowing what is there for them.

C. Usage of Secondary School and College Libraries

In Tables I-1 and I-2 the overall usage rates of secondary school libraries were described. These libraries are used primarily by secondary school students, as intended. Just under half of the secondary school students in the sample used their school library more often than three times a month, while an additional one-third used the facility monthly or 2 - 3 times a month, on the average. In total, 92% of these students use the library which is provided specifically for them.

Slightly different from those reported for the public libraries, the uses of secondary school libraries center more on reference and research, along with the checking-out of materials. Slightly more mention is made of both browsing and leisure reading and using the library as a work atmosphere.

In addition to student usage, a minority of non-students and college students report using secondary school libraries, apparently faculty and student teachers, with a few parents using the check-out services through their children.

College libraries are also primarily the domain of the specific group they were designed to serve. There is little usage of such libraries by high school students, with only slightly higher usage among non-students. A great deal of the non-student usage is presumably faculty usage, but with a somewhat greater non-student usage than is the case with secondary school libraries.

Reference and research is much more frequently mentioned in connection with college libraries, as compared to secondary school or public libraries, with outside circulation of materials definitely subordinate. Leisure reading is less often mentioned in connection with college libraries than is the case with the preceding two types, while the work atmosphere becomes a stronger attraction.

D. Usage of Special Libraries

Special libraries, under our classification, span from large specialized scientific collections to small church libraries geared mainly to a congregation. About one in ten Coloradans uses such a library at least once a year.

From responses as to the way these libraries are used, it is apparent that this proportion includes a number of college students and higher income professionals who are using specialized collections for research and study. A minority of Coloradans, of middle to lower socio-economic status, also use such libraries,

E. Comparative and Cross-usage of the Four Types

In examining the responses of users of the four types of libraries, some differences are apparent. Mention of reference and research among those who use college and special libraries is much higher and somewhat lower among secondary school students, and lowest for users of public libraries. Conversely, mentions of leisure reading or checking out materials are highest among public library users, somewhat lower among secondary school library users, and lowest for those using college and special libraries.

These data imply that, in practice, an inverse relationship exists between two main functions of libraries. One is the reference function, which is most strongly served by the college or special library, and to a lesser extent by secondary school libraries. This reflects a classic concept of a library as the storehouse of information.

The leisure function is also evident, centered more around the public library. Although the public library is used for reference by a great number of people, a greater proportion of the use is on checking out materials and leisure reading in the library itself.

In secondary school libraries, reference functions are generally more often mentioned, the leisure function is also present to a slightly lesser extent. Secondary school students, likewise, use both their school libraries and public libraries for research, using the latter slightly more for leisure reading.

Table I-5 indicates the cross-usage by the four types of libraries. The column to the left indicates the proportion of the statewide sample who reported using each type on the average of at least yearly. The second column reflects usage of the other three types among those who reported using public libraries. One-quarter of those who use public libraries also use secondary school libraries, one-fifth use college libraries and a slightly lower proportion report using special collections. All of these proportions are above the statewide average, indicating that a positive relationship exists between usage of public libraries and usage of any of the other four types. Positive relationships are also evident for college and special library usage.

Negative relationships are evident for secondary school library usage and usage of the even more specialized college and special libraries. Few college and university students (the major users of college libraries) use secondary school libraries, and few high school students (major users of secondary school libraries) use college or special libraries.

TABLE I - 5

CROSS USAGE OF LIBRARIES BY USERS (THOSE WHO USE THE PARTICULAR TYPE OF LIBRARY AN AVERAGE OF ONCE A YEAR)

	STATE-WIDE AVERAGE (%)	USERS OF PUBLIC LIBRARIES (%)	USERS OF SECONDARY SCHOOL LIBRARIES (%)	USERS OF COLLEGE LIBRARIES (%)	USERS OF SPEC. LIBRS. (%)
USE (ALSO):					
Public Libraries	54	x	77	74	72
Secondary school Libraries	17	24	x	15	15
College Libraries	15	20	13	x	26
Special Libraries	12	17	10	24	x

F. The Importance of Selected Factors to Library Usage

The users of any of the four types of libraries were asked to rate the importance of a number of factors on a simple scale. The results of this rating appear in Table I-6. A majority of library users felt the importance of a broad collection. Depth of collection was only almost equal in overall rating of importance, along with cooperative staff and convenient hours.

Simple procedures were a consideration, but rated very important by less than a third. Easy physical access and surroundings, by comparison, were rated less important to users of libraries.

Among users, then, the collection, staff and hours are overriding factors when using a library. Simply being easy to get to or being comfortable and pleasing are less important. It is interesting

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TABLE I - 6

AMONG USERS OF ANY OF THE FOUR TYPES OF LIBRARIES: RATING OF IMPORTANCE OF SELECTED FACTORS IN LIBRARY USAGE

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT AT ALL (%)	DON'T KNOW (%)	TOTAL (%)
Having a broad collection on a variety of topics.......	52	40	7	1	100
Having people available and willing to help you find whatever you need......	47	44	8	1	100
Having a lot of materials on a single topic of interest to you....................	44	47	8	1	100
Convenient hours...........	42	52	5	1	100
Simple procedures for checking out and returning materials.................	32	58	9	1	100
Ease of getting to and from the library............	31	47	21	1	100
Pleasing surroundings and comfortable atmosphere..	28	55	16	1	100

to note that convenience in terms of time was rated as more important than physical convenience.

Since it was felt that any limited list might not tap many factors important to the users of libraries, these respondents were asked for additional factors which facilitated their usage. Primary among these was the ease of finding what was desired without assistance. This response was from the more experienced users of libraries.

II EVALUATIONS OF LOCAL PUBLIC LIBRARIES

In this section, attention is focused on public libraries specifically. In particular, respondents were asked a series of questions on the local public library which served them, and in cases in which they were served by a branch library, they were asked to rate their service based on the branch and its supplemantary services from the main library.

A. Knowledge of Public Library Service Available

As a preliminary to the questioning on the local branch, respondents were asked first if they knew the general location of a public library available to them. Those who reported that they did not were asked about any library, perhaps outside their immediate community that was available to them. The results of these questions appear in Table II-1.

Eighty-eight percent reported knowing of the local library, while an additional 5% said one existed that was available to them. Seven percent of the respondents, however, did not know the location of a public library to serve them, or about one in fourteen Coloradans. Part of this is due to new arrivals in Colorado who may not yet be familiar with the area, but for some of these Coloradans, their lack of knowledge may reflect a lack of interest or use. This group contains notably higher proportions of those from lower income families with lower educational levels, and the older citizens of Colorado.

Persons who could not recall the general location of their public library were not asked further questions about it and are not represented in the subsequent tables of this section, since they would presumably be unable to answer more specific questions.

B. Distance from the Public Library

Respondents who reportedly knew the location of their public library were asked to estimate the distance from their home to there, and also to express their own judgement as to how much of a difficulty getting to the library would pose. Roughly three in five respondents reported having the library within two miles of their front door. An additional 31% reported the library at a distance of more than two but less than five miles. Only one in ten felt that the nearest available library service was at a distance of over five miles. It seems that physical distances of the sort mentioned here should pose a barrier to few of the state's citizens.

TABLE II - 1

KNOWLEDGE OF LOCAL PUBLIC LIBRARY AVAILABILITY

Q. Do you know the location of the nearest public library that is available to you and your family - either a main library or a branch library?

(IF NO)
Do you know of a public library anywhere in this area that you and your family could use?

	--------STUDENT STATUS------------			
	STATE-WIDE (%)	ADULT NON-STUDENTS (%)	HIGH SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
KNOW LOCATION	88	88	93	89
KNOW OF ONE IN AREA	5	5	3	7
DO NOT KNOW OF ANY PUBLIC LIBRARY AVAILABLE	7	7	4	4
	100	100	100	100

TABLE II - 2

RESPONDENTS PERCEPTIONS OF DISTANCE TO NEAREST PUBLIC LIBRARY AND EASE OF GETTING THERE

	-----USAGE OF PUBLIC LIBRARY-----		
	STATEWIDE (%)	USERS (%)	NON-USERS (%)
ESTIMATE OF DISTANCE TO NEAREST PUBLIC LIBRARY:			
Less than 1 mile	37	34	40
1 - 2 miles	23	25	21
2 - 3 miles	17	20	12
3 - 5 miles	14	14	15
5 - 10 miles	7	5	10
10 - 20 miles	2	2	2
Over 20 miles	*	*	-
	100	100	100
SUBJECTIVE JUDGEMENT ON EASE OF GETTING TO NEAREST PUBLIC LIBRARY:			
Very difficult	3	1	4
Somewhat difficult	8	8	9
Somewhat easy	20	20	20
Very easy	68	70	66
Don't know	1	*	1
	100	100	100

* LESS THAN .5%

In their judgements, two-thirds of the Coloradans said this distance offered no barrier, and an additional one-fifth still classified the distances as "somewhat easy". Only slightly over one-tenth felt the distance to be difficult. These data and other data pertinent to physical access to the public libraries of the state would indicate that sheer distance is only a factor, not a major detriment, in public library usage.

C. Ratings of Local Public Libraries

These respondents were asked to rate the library available for their use in terms of "overall" quality, and later along a number of specific dimensions of library service. Their judgements were to be based on their own personal experience, and in some cases on what they had heard from others or read about their local library. These basic judgements appear in Table II-3.

One-fifth rated their local library as excellent, while an additional third judged theirs "very good". Only one in ten would say fair or poor, but 15% could report no judgement. College students tended to be more limited in their praise of local public libraries, while a majority of non-students and two-thirds of the secondary school students would rate their local library "excellent" or "very good".

The ratings of non-users are only slightly less favorable than for those who use the public library at least an average of once a year. As might be expected, non-users are less apt to express a judgement. The lower part of Table II-3 shows these data adjusted by being based only on the responses of those who made a judgement. In this case, the pattern mentioned previously becomes more apparent.

Along with this general rating, a number of specific aspects of library service were similarly approached. Table II-4 shows these judgements as in the bottom half of the preceding table, with percentages based on those who had an opinion. That proportion of the sample for whom the question was applicable but who had no judgement appears in parentheses to the right.

Ratings for the staff, as well as facilities, convenient access and children's materials, were generally higher than or equal to the overall ratings. Staff and children's materials also received reasonably high ratings with few negative judgements. Facilities and physical access were also highly rated, but with slightly more criticism in the form of "fair" or "poor" ratings.

TABLE II - 3

OVERALL RATING OF NEAREST PUBLIC LIBRARY

	----STUDENT STATUS-------				USAGE OF PUBLIC LIBRARY	
	STATE-WIDE (%)	NON-STUDENT (%)	HIGH SCHOOL (%)	COLLEGE (%)	USER (%)	NON-USER (%)
BASE RATING:						
Excellent	19	20	19	9	23	14
Very good	33	31	47	26	39	26
Good	23	23	21	32	22	23
Fair	8	8	7	14	9	7
Poor	2	1	2	5	2	2
Don't know	15	17	4	14	5	28
	100	100	100	100	100	100
ADJUSTED RATING:						
Excellent	23	24	20	10	24	19
Very good	39	37	49	31	41	36
Good	26	28	22	37	23	32
Fair	10	10	7	16	10	10
Poor	2	1	2	6	2	3
	100	100	100	100	100	100

TABLE II - 4

RATINGS OF NEAREST PUBLIC LIBRARY (AMONG THOSE WHO KNOW THE LOCATION)

ADJUSTED RATINGS:	EXCEL-LENT (%)	VERY GOOD (%)	GOOD (%)	FAIR (%)	POOR (%)	TOTAL (%)	NON-RESPONSE* (%)
Having a courteous and helpful staff......	28	40	27	4	1	100	(22)
Having an attractive and comfortable building............	27	37	25	8	3	100	(12)
Being nearby and easy to get to........	26	35	30	7	2	100	(7)
Having a good selection of materials for children.............	22	40	32	5	1	100	(30)
Overall rating........	23	39	26	10	2	100	(14)
Being easy to use in terms of procedures...	18	39	36	5	2	100	(25)
Being a good library for students...........	19	39	28	11	3	100	(24)
Having a wide selection of materials...........	19	39	27	12	3	100	(22)
Having a good collection of materials that would interest me............	16	38	31	9	6	100	(25)
Being open during convenient hours.......	15	36	36	10	3	100	(20)
Offering a variety of services besides lending books..................	17	33	31	12	7	100	(41)

* PROPORTION OF ELIGIBLE RESPONDENTS DECLINING JUDGEMENT

Procedures had little criticism in this regard, but the local libraries' selections of materials and being good libraries for students did draw some negative comment. (In the latter case, college students were most critical.) Collections of interest to the individual, hours, and services besides circulation of books, received somewhat lower than the overall ratings.

As was noted in the rating of overall quality, these specific ratings are generally more favorable among high school students and least favorable among the college students in the sample. Also, users tend to rate their local library somewhat more favorably while non-users tend to use the "good" rating to a greater degree or to decline a judgement.

Contrasts between secondary school and college students in their ratings are sharpest when it comes to the local library being a good one for students, having a generally wide collection, and having materials of interest to the individual. In each of these specific dimensions, high school students gave more favorable ratings, while college students were more critical of the local library's holdings. Both college students and secondary school students, however, were critical of the variety of services offered besides circulation of books.

D. Judgements of Adequacy of Local Public Library for the Community

As might be anticipated from the generally favorable ratings given local public libraries, a majority of Coloradans feel that their local library is at least adequate for the community. On a statewide base, the judgement of adequacy occurs roughly twice as often as the feeling that the local library needs improvement. As with the preceding ratings, secondary school students tend to find their public library adequate, while college students are slightly more convinced of the need for some improvement. Users of the public library, while generally giving the library higher ratings than non-users, are somewhat more likely to feel that improvements could be made.

Those who felt the local public library inadequate were asked for any improvements they thought appropriate. Most responses centered around widening the collection, and to a lesser degree, expanding service (in unspecified ways) and building improvements. It should be noted that non-users were especially prone to giving such general suggestions as the ones above.

TABLE II - 5

JUDGEMENTS ON ADEQUACY OF LOCAL PUBLIC LIBRARY

Q. In general, do you feel that this library is adequate for the community or that it needs improvements?

		-------STUDENTS STATUS------			USAGE OF PUBLIC LIBRARY	
	STATE-WIDE (%)	ADULT NON-STUDENT (%)	HIGH SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	USER (%)	NON-USER (%)
BASE RESPONSES:						
Adequate	52	49	78	51	57	46
Needs improvement	26	27	17	33	34	16
Don't know	22	24	5	16	9	38
	100	100	100	100	100	100
ADJUSTED RESPONSES:						
Adequate	67	64	82	61	63	74
Needs improvement	33	36	18	39	37	26
	100	100	100	100	100	100

Those more familiar with present services gave numerous specific suggestions, the most recurring ones being updating materials -- with special attention to the reference section. As might be expected, students were more apt to suggest such improvements. Other suggestions included improving procedures, better organization in general, better physical access, increasing hours, improving library staff, and more leisure reading material for in-library use.

From a statewide viewpoint, there is no recurring theme to the suggestions, as they cover all aspects of library operation and single out no particular improvement. The most frequent suggestion concerning wider collections, although vague, suggests that some wider range of offerings might be appreciated. A number of other questions, by inference, suggest improvements which might be appreciated, such as the evaluation of services presented in the following section.

III USAGE AND POTENTIAL USAGE OF SELECTED PUBLIC LIBRARY SERVICES

All respondents were asked a series of questions on a number of specific services, some available at practically all public libraries, others at only a few, and still others which were rarely, if ever, available. The basic question was as follows:

> Q. Public libraries offer a number of different services in different areas. I would like to read you a list of services provided by some libraries and ask you whether or not these are available in your area. The first one is ________: Do you know if this service is available at your local library? (IF AVAILABLE:) Have you ever used this service at your local library?

Table III-1 shows the responses to this question of availability. Remember that the responses given here are a reflection of the peoples' perceptions of availability, rather than the fact of whether or not the service is available. Those services listed in this table are relatively common public library services, but vary greatly in actual availability in local libraries as well as perceived availability.

In the first column of the table is the proportion of the sample which reported that the service was available at their local library, and that they had used it at some time. The second column gives the proportion who also believe the service to be available, but who had not used it. The third column is the total of the preceding two, or the total proportion which believe the service is available.

Circulation of books is reported available by 85% of the Coloradans in the sample, with 64% saying they have checked out books while 21% say that although they feel the service is available, they have not used it. The remaining 15% either felt the service was not available, or were unsure of its availability. The responses to each of these services can be interpreted in this manner.

The table illustrates the varied usage of different library services, with the most commonly used services being the circulation of books (64%), usage of the reference collections (46%) and bibliographies (35%). Back issues of magazines (31%), photocopy machines (25%), interlibrary loans (20%) and bookmobiles (18%) were all used by relatively large proportions.

TABLE III - 1

RESPONDENT'S PERCEPTION OF THE LOCAL AVAILABILITY OF RELATIVELY COMMON LIBRARY SERVICES, AND REPORTED USAGE

	REPORTED AVAILABILITY		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Lending books and other publications......	64	21	85
Reference section to look up particular facts..................................	46	28	74
Lists of materials on a topic and bibliographies..........................	35	30	65
Back issues of magazines for reference....	31	31	62
Photocopying machines for public use......	25	22	47
Obtaining materials for you from other libraries................................	20	27	47
Bookmobiles that carry a selection of materials................................	18	36	54
Phonograph records that can be borrowed...	14	32	46
Story hours for children..................	14	37	51
Newspapers from out of state..............	12	28	40
Films, filmstrips and slides that can be borrowed................................	11	38	49
Microreproductions for reference..........	7	21	28
Meeting rooms for groups..................	6	26	32
Special programs or lectures on fine arts or current events........................	6	24	30
Picture collections for in-home lending.....	5	24	29
Music scores..........................	4	22	26

(CONTINUED NEXT PAGE)

TABLE III - 1 (continued)

	REPORTED AVAILABILITY		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Typewriters for public use............	4	17	21
Tape recordings, cassettes or tape cartridges..........................	4	26	30
Film projectors for loaning............	3	19	22
Lists of public speakers...............	3	20	23
Books in Braille and talking books......	2	30	32

At a somewhat lower level of usage are phonographic recordings for loan, story hours for children, out of state newspapers, and film and slide collections. The remaining services in the table are used by even lower proportions, ranging from microreproductions (7%) down to books in braille and talking books (2%). Particular usage patterns for these services will be discussed in the detailed report of these data.

The table also reveals a wide gap between what is presumably available in fact and what is perceived as available. While data on the actual availability of such services is incomplete, we do know, for example, that virtually all public libraries circulate books, have reference collections available, and can participate in some form of interlibrary loaning. These gaps point up the relative lack of public knowledge of available library services, of which we shall see more evidence in the section on attitudes which follows.

In addition to the relatively common services listed in the preceding table, some slightly unconventional services were tested. These services are available only in a few areas of the state, if at all, and few people reported usage. In addition to these questions on availability and usage, however, all respondents were asked whether or not they believed this service would be useful to them, if it were available. Table III-2 shows the responses to these new types of services, if they were made available.

TABLE III - 2

POTENTIAL USEFULNESS OF SELECTED NEW TYPES OF PUBLIC LIBRARY SERVICES

	STATEWIDE WOULD BE USEFUL (%)
Catalogues of library materials of general interest put in a number of public places besides libraries or mailed to individuals so that it would not be necessary to go down to the library if you wanted to see if they had a particular book	56
A reference service using cable television so that you could call the library and they could show you a page, map, or whatever you asked about on your television screen	55
Mail order services so that you could order materials from a library catalogue and return them by mail, postage free	54
Television rooms in libraries for regular programming and with closed-circuit TV which could show special educational programs or movies	52
Lending a variety of materials for study, such as games, science demonstrations, small animals, sculpture, or antiques	48
Libraries using a channel of a cable TV system to talk about new books and services they offer	47
Videotape facilities	38
A wire service printer, like in a newspaper, television, or radio station that would be available to the public so that you would get news as fast as possible	33
Toys and games for circulation	31
Having a tickertape for instant stock market information in the library and available to the public	17

A majority of those questioned felt that four of the new services could be of use to them -- catalogues of library materials put in public places or mailed to individuals, the home reference service using cable TV, mail order service for library materials, and television viewing rooms. It is interesting to note that the usage of the most appealing of the three new services would not involve coming to the library, while most of the remainder of the new services presented here would presumably involve a visit.

The lending of typically non-library articles -- such as science demonstrations, small animals, sculpture or antiques -- was also potentially useful for just under half, as was the case with special television programs to explain library services. Other services with somewhat less potential usefulness included videotape facilities (38%), a wire service printer (33%) and toys and games for circulation. Of the services suggested here, the stock market ticker-tape in the library was seen as useful by the lowest proportion (17%).

In order to put the figures in better perspective, Table III-3 presents all the categories listed in both preceding tables into a single table, ranked in terms of the proportion of Coloradans who felt the service might be useful to them. Positive reactions to the usefulness of the services presented were, understandably, more common among users than non-users. Some services were, however, somewhat heavily skewed to higher acceptance among users than non-users. Other services were more universal in appeal. Differences of this nature are beyond the scope of this present report, but will be examined in the detailed analysis of these data.

Some care should be used in the interpretation of these responses, particularly in light of the considerably lower reported usage rates for the common services in Table III-1. Predicting whether a service would be useful, or whether the individual would actually use the service, is, at best, a difficult task for respondents. However, it is difficult to avoid the impression that these selected services sparked interest among current users and non-users.

When the barriers of salience and lack of familiarity with services are lifted, there are a number of library services, existing and proposed, which interest Coloradans. The value of any such service to the people of the state must depend upon not only the interest in the service, but also the salience of the public library and the people's knowledge of the services offered.

TABLE III - 3

POTENTIAL USEFULNESS OF SELECTED LIBRARY SERVICES, IF AVAILABLE LOCALLY: BY USER AND NON-USER OF PUBLIC LIBRARIES

		USEFULNESS AMONG:	
	STATE-WIDE (%)	USER (%)	NON-USER (%)
Lending books and other publications	88	98	76
A reference section to look up particular facts	86	95	75
A list of materials on a topic and bibliographies	71	84	57
Photocoping machines for public use	69	81	55
Back issues of magazines for reference	67	80	51
Obtaining materials for you from other libraries	67	81	50
Films, filmstrips and slides that can be borrowed	59	70	47
Bookmobiles that carry a selection of materials	59	66	50
Phonographic records that can be borrowed	57	70	43
Catalogues of library materials in public places	56	66	45
Reference service using cable TV	55	65	45
Mail order services	54	62	45
Tape recordings, cassettes or cartridges	54	65	42
Newspapers from out of state	53	62	43
TV rooms in libraries	52	60	43
Film projectors for loan	48	57	37
Lending a variety of materials for study	48	60	34
Story hours for children	47	54	38
Channel of cable TV to tell about library services	47	56	36
Lists of public speakers	44	52	34
Special programs or lectures	44	56	30
Typewriters for public use	43	48	36
Microreproductions	43	52	33
Meeting rooms for groups	42	50	32
Picture collections for in-home lending	39	45	33
Videotape facilities	38	44	31
Music scores	33	38	26
Wire service printer	33	38	27
Toys and games for circulation	31	34	27
Books in Braille and talking books	26	27	24
Tickertape	17	21	13

IV ATTITUDES TOWARD LIBRARIES AND THEIR PURPOSES

Along with questions pertaining to usage and evaluations of local public library service, Coloradans were asked a series of attitudinal questions concerning libraries in general, the purposes that libraries should or do fulfill, and also some particular issues involving libraries. These responses will be discussed in the present section.

A. Attitudes Toward Libraries in General

Tables IV-1 and IV-2 present the responses of the statewide sample in terms of agreement or disagreement with particular statements about libraries. The first of the tables shows the responses to four positive statements about libraries.

Almost all Coloradans would agree with the first statement concerning the potential for "self-improvement" offered by a library, providing the individual knew how to go about it. Agreement with the second statement in the table -- that most people fail to take advantage of library services -- was almost equal. Positive statements about the people who provide service, as well as the libraries' services to children and students also find strong agreement. Taken together, the responses to these statements indicate a relatively strong, basically positive attitude toward what libraries are or could be for the people of the state.

It should be noted that the overwhelming agreement with the first two statements is not due to respondents being exposed to the vast array of present and potential services discussed in the previous section. In the questionnaire sequence, these attitudinal questions were asked prior to the questions on specific services. The responses to these statements serve as additional emphasis to the point made in the previous section. Many people consider the services of a library useful, but seldom think of them or simply do not know what is available.

The responses shown in Table IV-2 are to the negative statements, which were intermingled with these positive statements in the questioning order. Again, attitudes revealed here are basically positive, as expressed in terms of disagreement. There do appear to be negative feelings, some held by sizable minorities of both users and non-users of public libraries.

TABLE IV - 1

GENERAL ATTITUDES TOWARD LIBRARIES: POSITIVE PROJECTED STATEMENTS

STATEWIDE:

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
If a person knew how to use the library, he could definitely improve himself.						
TOTAL (%)	54	41	2	1	2	100
USER (%)	57	39	2	1	1	100
NON-USER (%)	50	44	2	*	4	100
Most people don't take advantage of all the services that libraries could provide for them. .						
TOTAL (%)	45	47	3	*	5	100
USER (%)	48	47	3	*	2	100
NON-USER (%)	41	47	3	1	8	100
People who work in libraries are usually very willing to help you.						
TOTAL (%)	30	62	4	*	4	100
USER (%)	31	62	6	-	1	100
NON-USER (%)	30	63	1	*	6	100
Libraries usually do a good job of supplying materials for children and students.						
TOTAL (%)	29	65	2	*	4	100
USER (%)	30	66	2	*	2	100
NON-USER (%)	27	65	2	*	6	100

* LESS THAN .5%

TABLE IV - 2

GENERAL ATTITUDES TOWARD LIBRARIES: NEGATIVE PROJECTED STATEMENTS

STATEWIDE:

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
Libraries are usually more concerned about books than about people...........						
TOTAL (%)	4	19	48	15	14	100
USER (%)	3	19	51	17	10	100
NON-USER (%)	5	19	45	13	18	100
Libraries seem to cater to a few particular types of people.........						
TOTAL (%)	2	15	49	25	9	100
USER (%)	2	15	48	31	4	100
NON-USER (%)	3	15	49	18	15	100
You can usually get a better selection of books at a book store rather than a library.......						
TOTAL (%)	3	11	43	33	10	100
USER (%)	4	8	46	37	5	100
NON-USER (%)	3	14	40	27	16	100
Libraries don't have much of interest for the average person.......						
TOTAL (%)	3	10	40	39	8	100
USER (%)	2	8	39	48	3	100
NON-USER (%)	3	13	43	28	13	100

(CONTINUED NEXT PAGE)

TABLE IV - 2 (continued)

STATEWIDE:

	STRONGLY AGREE (%)	GENERALLY AGREE (%)	GENERALLY DISAGREE (%)	STRONGLY DISAGREE (%)	DON'T KNOW	TOTAL
Libraries are too oldfashioned and formal.............						
TOTAL (%)	2	9	50	32	7	100
USER (%)	1	7	52	37	3	100
NON-USER (%)	2	10	48	27	13	100
Being in a library makes me uncomfortable.................						
TOTAL (%)	1	9	41	44	5	100
USER (%)	1	7	39	53	*	100
NON-USER (%)	2	11	44	34	9	100

* LESS THAN .5%

Almost a quarter of the Coloradans questioned agreed with the statement about libraries being primarily concerned with their collections, rather than their service to individuals. Although a majority disagree with this statement, most express a measured disagreement.

The feeling that libraries are somewhat more geared to particular types of people, rather than the public in general, is admitted by one out of six Coloradans, and also constitutes a criticism. Slightly fewer feel that the selection of materials is surpassed by commercial outlets or that there is little for the average person. (These criticisms of collection come somewhat more strongly from non-users of public libraries, who also reveal a relative ignorance as to what services are offered.)

The last two statements in the table are also somewhat more frequently agreed to by non-users, but reflect the feelings of about one in ten that libraries are old-fashioned and that they somehow feel ill at ease in a library. In this case, feelings may be related to the previous impressions that libraries are less concerned about people, or to the individual if he perceives himself as not being one of the "particular types" to which libraries cater.

These responses would indicate a certain ambivalence toward libraries on the part of a sizable number of people to the extent that they feel that opportunities are available but lack the knowledge to take advantage of them. Furthermore, although they feel the staff would be helpful, they feel something less than welcome -- the primary concern being the formal maintenance of the collection. In extreme cases, they may feel uncomfortable in the library and may decide that there is really nothing to interest them that they can't find in a bookstore. Such attitudes are an effective psychological barrier to library usage, even if the libraries' lack of salience were overcome. Specific knowledge of services and procedures, as well as feeling confident of staff cooperation and interest, appear to be necessary.

While the questions were framed along the lines of libraries in general, respondents replies would have been in terms of the libraries which they had used and previously discussed, primarily public libraries.

B. Purposes of Libraries

Unlike the preceding attitudinal questions, questions on library purposes came after the series on specific services, and these could have served to stimulate the respondents in their interpretations of the purposes of a library. The preliminary question of purpose was asked in discussion form, to give the individual a maximum of freedom to express his feelings. Answers were then analysed for common concepts, and these are tabulated and presented in Table IV-3.

The most frequently mentioned purpose of libraries in general was a concept of a collection of materials, usually books, to which the public had access (47%). This concept is the traditional one, which implies that the library is a passive entity, with the major function being the maintenance of itself. A number of additional concepts were expressed, however, some in conjunction with this primary function and some replacing this purpose.

Thirty-one percent mentioned the library in terms of information and service, as a sort of warehouse of information. Comments of this sort usually went one step further than the collection concept in that it was implied that libraries deal with information of different types rather than only books. Also, the concept of the major function was less one of maintenance and more one of service -- that the library be organized to provide this information upon request and assist the user.

Two other concepts, expressed by about one-fourth of those interviewed related to libraries as providing research materials for student use (26%) or for general reference of all types. One-fifth also expressed the feeling that one purpose of the library be purely recreational. The idea of a library as a place for adult self-education (as opposed to strictly for students following prescribed courses) was expressed by 15%. An equal proportion felt that the library should have as a function a reaching out into the community with programs for the underprivileged -- and also the uninformed.

Other concepts mentioned by small numbers of people included the library as a "last resort". In this concept, emphasis is on the completeness of the collection, such that everything in recorded form could be found. Mention of the library as geared to intellectual stimulation and individual growth was present, as was an often negative concept of the library as, again, being geared to an elite minority and not serving the people as a whole.

These comments, due to the discussion format of the question, reflect the unaided responses of the sample. Following this question, these Coloradans were asked for their reactions to the stated purposes of one public library in the state, and their reactions appear

TABLE IV - 3

PROPORTIONS OF RESPONDENTS MENTIONING LIBRARY PURPOSES

	STATEWIDE * (%)
A simple collection of informational materials, mainly books	47
Information warehouse service	31
For student research	26
For reference and research in general	23
For entertainment and recreation	20
For adult self-education	15
For outreach to the community and service to the underprivileged	15
Informational "last resort"	7
For intellectual stimulation and personal development	5
For the exclusive use of an elite minority	3
All other mentions	2

* MULTIPLE RESPONSES

TABLE IV - 4

AGREEMENT WITH PROJECTED LIBRARY PURPOSES

	STRONGLY AGREE (%)	GENERALLY AGREE (%)	GENERALLY DISAGREE (%)	STRONGLY DISAGREE (%)	DON'T KNOW (%)	TOTAL (%)
Help people find ansers to questions...........	53	42	4	*	1	100
Provide opportunities for continuous, life-long, self-educational and personal development.............	47	46	5	*	2	100
Contribute to the pleasure and general well-being of the people...........	46	48	3	1	2	100
Help people now largely isolated and excluded by their lack in education and training..	45	44	6	1	4	100
Open new avenues of intellectual experience and stimulate creative thinking...........	43	47	5	1	4	100
Provide information for retraining individuals........	30	55	9	1	5	100
Improve the basis for public and private decisions..	28	52	10	2	8	100

* LESS THAN .5%

in Table IV-4. The form of these selected purposes is, of course, highly positive, such that agreement is encouraged by the format itself. However, agreement with these concepts -- many of which were approximated by individuals in the responses to the previous question -- is extremely high.

Strongest agreement was expressed with purpose of helping people find answers to questions, which is congruent with the purpose of the library as being an information warehouse, a place for research of all types, and even simply a collection (if people knew how to use it). With slightly less consensus were the purposes of providing the opportunity for continuous self-education, serving a recreational function, reaching out into the community and intellectual stimulation. The last two purposes -- libraries serving to provide training materials for individuals and improving the basis for public and private decisions -- appear slightly more controversial, although still receiving majority agreement.

It is apparent that people expect a great deal from libraries -- from reference to recreation -- beyond the existence as a simple collection to which they have access.

C. Particular Library Issues

To sample public opinion with regard to two particular ideas concerning library service, two direct questions were used. The results of these questions appear in Table IV-5 and IV-6.

First, respondents were asked how they felt about the combination of public and public school libraries in communities where only limited public library service was available, presumably in more remote, smaller communities. Responses were mainly positive, by a margin of four to one. Over three-fourths of those questioned agreed with the basic idea, while one-fifth were in disagreement.

Those opposing such combinations did so for a number of varied reasons. Among adults, some feared the destruction of materials or scarcity of books due primarily to student loans. Others felt that the idea was questionable since it would presumably place the local public libary under school board jurisdiction, which they felt might be detrimental.

Since these data are on a statewide basis, they reflect the opinions of a great many people who would not be directly involved.

TABLE IV - 5

OPINIONS ON IDEA OF COMBINING PUBLIC SCHOOL LIBRARY AND PUBLIC LIBRARY

In some areas of Colorado, which are served by only one small public library, the public library could be combined with the public school library so that all materials would be available to both students and adults in the community. Do you feel that this would be a good idea or not?

		STUDENT STATUS			USAGE	
	STATE-WIDE (%)	NON-STUDENT (%)	HIGH SCHOOL (%)	COLLEGE (%)	USER (%)	NON-USER (%)
FAVOR (good idea)	76	73	83	80	77	74
OPPOSE (not good idea)	19	21	13	17	20	18
NO OPINION	5	6	4	3	3	8
	100	100	100	100	100	100

TABLE IV - 6

OPINIONS OF USER FEES FOR PUBLIC LIBRARIES

At present, almost all library funds come from federal, state, and local governments - that is, from taxes. Library services are provided to the public free of charge.

In your opinion, should libraries continue to provide their services without charge and be supported by taxes or should they charge small fees to the people who use library services and require less tax money?

		STUDENT STATUS			USAGE	
	STATE-WIDE (%)	NON-STUDENT (%)	HIGH SCHOOL (%)	COLLEGE (%)	USER (%)	NON-USER (%)
SHOULD CONTINUE FREE	78	77	81	89	83	72
SHOULD CHARGE USERS	16	17	12	9	13	20
NO OPINION	6	6	7	2	4	8
	100	100	100	100	100	100

53

Agreement predominates in regions where such moves might be considered, but by smaller margins. There is evidently more to the issue than a simple combination of resources and facilities. Although it would probably cause no particular controversy in areas not affected, closer examination of the particular issues in local communities where the change is considered would be in order.

The other question centered around the question of user fees. In this case, the general reaction was unfavorable, by a margin of almost five to one. The idea of charging for services meets with strong disapproval, particularly among students and users, as might be anticipated. Even among those who presently use a public libary less often than once a year, the idea is opposed by a margin of well over three to one.

While user fees in the abstract are felt undesirable, results are still somewhat inconclusive. Opposition may stem from democratic ideals of equal access being limited by income, or from a personal opposition to incurring charges. Magnitude of fees and specific services for which fees might be charged were not presented. It may be that small fees for particular services, involving only a few users and expensive materials, might not have met such opposition as the general concept.

D. The Image of Public Libraries

Drawing from the preceding attitudinal data -- as well as reactions to proposed services and evaluations of local services and usage -- it is possible to present some hypotheses regarding the overall image of public libraries. Although some questions were not framed for public libraries in particular, due to the context of the questioning and to reported library experiences, the majority of the impressions relate to the current status of public libraries. Secondary school libraries, as well as college or special libraries, may help in formulating attitudes toward the general concept, depending on individual exposure. However, justly or unjustly, the public library is the general case for libraries as a whole, since they are something of a common denominator in terms of access.

Attitudes toward libraries in the ideal are basically positive. Just as we would all, ideally, seek to better ourselves through self-education, obtaining necessary facts, intellectual stimulation, or even simple enjoyment, the service which ideally provides access to these improvements must be well regarded.

Libraries are seen primarily as dealing in fact, and as a place to "look up" or obtain facts. Thus, libraries serve a practical purpose for students or adults in providing a collection of factual information which no private citizen could duplicate. Libraries are seen also as dealing in books as their primary media.

As a secondary function, the library is seen as a place for entertainment or stimulation.

Although virtually everyone sees the positive aspects of the library functions, there exist some barriers to taking advantage of them. Since most library services are seen as necessitating a visit to the site of a collection, this necessity is the primary barrier -- not so much in terms of the distance problem as in terms of the psychological one. There are numerous trips necessitated by everyday life -- to the food store, church, school, work, or shopping facilities. Most people, with the exception of the extremely isolated or handicapped, make the "necessary" ones that fall into their habit patterns. A sizable proportion of people, however, have had library usage drop from their behavior. This is not generally explicable in terms of distance or time, but rather in terms of salience. These people rarely think of libraries, and although these facilities may be potentially useful, they simply do not come to mind.

Among some users and non-users of public libraries there exists an image of libraries as being generally unconcerned with people, since they are primarily concerned with the maintenance of a collection. Such people, if they did think of using the library, might decide against it on the basis of not wanting to bother the staff or not feeling welcome. In extreme cases the individual is so alienated from the library that he feels positively unwelcome, or may believe that the library exists for others than himself.

People feel inadequate in terms of their knowledge of libraries -- what is contained and how to go about getting what they need. The emphasis on the formal procedure necessary for the organization of materials appears to serve as a deterrent to the individual who is unfamiliar with such procedures. Under these conditions, the lack of salience for the library is understandable.

There are a sizable number of Coloradans who use the public library with regularity and for whom little of the negative feelings or ambivalence applies. The library serves a portion of their informational needs as well as recreational ones. However, lack of salience and ambiguity toward libraries does exist for a sizable proportion of people.

V AN ASSESSMENT OF THE INFORMATION NEEDS OF THE PEOPLE OF COLORADO

This section outlines the results of the survey which deal with the types of information Coloradans feel they would need or want. "Information" was defined to respondents as follows:

> We need to explain a little more about the term "Information". "Information" includes all the *facts* or *ideas* that you need at different times for your work, your hobbies, your home life, your entertainment, or any other part of your life. We want to include in the term "information" not just facts you *need*, but also things that are interesting or entertaining to you. For the purposes of this study, information means all types of facts whether recorded on films, in books, in pictures, on phonographic records or tapes, or available by word of mouth from someone who may know.

This definition departs from and enlarges the common concept in two ways. People generally think of "information" as connoting some utilitarian value, and also as being in factual form. As such, information is "needed", and can be useful. The current definition enlarges the concept to include purely pleasurable "information", such as fiction, music, and things of an artistic or pleasurable nature.

Such an expansion of the definition was necessary in recognition of the fact that the same specific source, for example, a philosophy text, may be of utilitarian value to a student with a term paper to complete, or entertaining and stimulating to another person who may or may not derive some direct use from the concepts contained within.

Information, as used in this study, also is not limited to print media, or even to visual media as in the common definition. Information could be derived from film, videotape, audio-recordings, graphics, or even word of mouth.

Thus, this concept of information includes all types of stimulation in visual or auditory form, provided the stimuli are wanted -- either for some utilitarian value or for enjoyment. Under this definition, the individual's viewpoint decides what is information and what is not. A siren in the streets is not necessarily information to someone sitting inside their home. They may know its meaning, but consider it an annoyance. To a driver out on the street, however, it is information upon which he should take prescribed action.

Faced with the almost infinite number of possible types of information under this broader definition, certain types were then selected as being possibly relevant to libraries. Ultimately, 73 "types of information" were selected for the survey, including information on personal topics such as raising children or legal information, to entertaining information such as movies and best-sellers, to abstract topics of interest such as ecology or philosophy In the selection of these topics, an attempt was made to cover the individual in many different aspects of his life -- business, education, home life, job -- but the impossibility of including each possible type of information becomes apparent. The types of information used here are only a representation of the myriad of types which a library could conceivably provide. Some are very specific while others are general. Within each topic numerous subdivisions could be made. These data cannot, in most cases, serve to suggest the stocking of a library in order to meet the public's needs for information. They do, however, give some relative perspective to the topics of interest, and perhaps more importantly, the extent to which a library could be expected to provide the type of information.

For purposes of testing, respondents were handed sets of the types of information grouped under a common heading. The headings, in their order of presentation, were as follows:

* Personal/Family
* Business and Law
* How-to-do-it
* Current Happenings
* Best-selling Books
* Entertainment/Enjoyment
* Job-Related Information
* Your Local Community
* Education
* Foreign Languages
* Topics of General Interest

These were presented to respondents in card form, and the following question was asked:

> Q. Different people need or want different types of information. Would you please look at this card and tell me, for each category of information listed here, whether you will probably want or need information on these topics or not.

It should be noted that this question was the initial question of the survey. Furthermore, no mention of libraries had been made prior to this question, in an attempt to avoid having respondents think only in terms of libraries as sources of information.

When the respondent had indicated answers as to needing or wanting each listed type, he was further questioned on each type for which he responded positively. The secondary question, with its introduction, was:

INTRODUCTION

This study is being conducted by the libraries of Colorado to help them in their planning of future services to the people of the state. Some people regularly use libraries for a number of different kinds of information, and other people use other sources.

Q. I'd like to go back over the categories in which you say you may need or want certain types of information. The first one is (READ FIRST). If you needed or wanted information of this type, do you think that you would use a library for any of this type of information or that you would probably get all the information you would need from some other source?

In this way the attempt was made to ascertain whether a library might be used for any information of the type mentioned as needed or wanted. Table V-1 shows the results of these questions.

In the left hand column of the table appears the proportion who felt that this particular type of information might be needed or wanted. The second column indicates the proportion that not only need or want the particular type of information, but feel that they might consult a library for at least part of the information they seek. The two columns to the right represent the same figure as column two, as reported by users of public libraries vs. non-users.

For example, the first type of information in the table (news and current events) was felt needed or wanted by seven out of ten, with under one-fifth of those who needed or wanted this type saying

TABLE V - 1

CATEGORIES OF INFORMATION NEEDED OR WANTED, AND POTENTIAL LIBRARY USAGE

	STATEWIDE	NEED AND USE LIBRARY		
		STATEWIDE	BY PAST USAGE OF PUBLIC LIBRARY	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	(%)	USER (%)	NON-USER (%)
CURRENT HAPPENINGS:				
News & current events	70	16	20	11
Weather conditions & forcasts	58	4	4	4
Upcoming special TV programs	55	3	3	4
Available movies & plays	53	5	7	2
Lectures on current events on the arts	32	10	14	5
YOUR LOCAL COMMUNITY:				
Locating products/services in the area	50	13	17	9
Services of city/county/state	49	21	27	15
Local history	43	36	46	24
Names of local experts	37	15	20	9
BEST SELLING BOOKS:				
Non-fiction	47	38	53	21
Fiction	44	35	49	19
ENTERTAINMENT/ENJOYMENT:				
Music for enjoyment	58	13	18	8
Special TV programs	57	4	5	2
Recent movies to watch	47	4	6	3
Non-fiction books	47	40	57	20
Fiction books	43	37	52	20
Movie classics to watch	39	90	12	5
Entertainment for children	39	22	32	12
Graphic arts	29	21	30	11
Music scores to play	20	7	10	3

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TABLE V - 1 (continued)

		NEED AND USE LIBRARY		
	STATEWIDE	STATEWIDE	BY PAST USAGE OF PUBLIC LIBRARY	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	(%)	USER (%)	NON-USER (%)
EDUCATION:				
Available schools & courses	47	17	23	11
General reference materials for study	40	35	49	20
Home study courses on a topic of interest	28	15	20	10
BUSINESS & LAW:				
Consumer information on products	53	28	37	18
Taxes	49	17	20	13
Persoanl legal information	44	12	16	9
Social security	44	12	13	10
Local ordinances	41	16	20	12
Investing money	32	11	14	6
Stock market reports	16	5	7	3
HOW-TO-DO-IT:				
Gardening	44	30	41	17
Crafts	44	31	42	18
Repairs around the house	42	23	32	12
Automobile repairs	40	17	21	12
Cooking	37	17	22	10
Games & sports	33	18	26	10
Photography	30	30	26	12
Basic construction/building skills	27	14	18	10
Raising animals & pets	26	18	26	9
Furniture construction	24	13	18	8
Driving an automobile	20	5	5	4

(CONTINUED NEXT PAGE)

TABLE V - 1 (continued)

		NEED AND USE LIBRARY		
	STATEWIDE	STATEWIDE	BY PAST USAGE OF PUBLIC LIBRARY	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	(%)	USER (%)	NON-USER (%)
TOPICS OF GENERAL INTEREST:				
Ecology	46	31	40	20
Education	45	32	44	19
History	43	38	52	21
Religion	39	22	30	13
Psychology	38	31	43	17
The arts	37	29	40	17
Literature	36	32	43	19
Information & communication	36	26	35	17
Science	35	29	41	16
Mathematics	30	20	28	11
Social sciences	30	25	36	13
Technology & society	28	22	30	13
Philosophy	27	23	32	13
Languages	25	21	30	10
Agriculture	25	17	24	9
Technology	23	18	27	9
JOB RELATED INFORMATION:				
Special jobs/careers	36	18	25	10
Available local training	35	11	14	6
Employment procedures	33	12	16	8
Home training courses	21	10	13	6
PERSONAL/FAMILY:				
General self-improvement	47	25	35	14
Medical and health care	44	16	21	10
Children's education and schools	38	20	27	14
Nutrition	36	22	29	13
Home money management	30	12	17	7
Raising children	25	14	20	6
Indoor games	20	11	16	4
Family counceling	16	5	7	2
Geneology	16	11	15	6

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TABLE V - 1 (continued)

		NEED AND USE LIBRARY		
	STATEWIDE	STATEWIDE	BY PAST USAGE OF PUBLIC LIBRARY	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	(%)	USER (%)	NON-USER (%)
FOREIGN LANGUAGES:				
Home study of a foreign language	20	14	19	9
Material in language other than English	20	15	21	9
Translation service	13	8	10	5

they might use a library for some of this type. Predictably, the tendency to use a library for this type of information is much higher among those who already use a library (20%) than among those who currently do not (11%).

These data can be viewed in a number of different ways. First, they indicate the relative need or desire for the generic type of information. They also indicate the proportion of people who feel that they might use a library for information of the type. A third variable, the tendency to use a library for the type of information, can be inferred from the relationship between the total proportion who may seek the type of information (first column) and the proportion who may seek part of it at a library (second column).

Public library users are consistently more likely to seek the information at a library for two basic reasons. They are in the habit, in most cases, of going to a library. Also, they are more aware of what a library may offer.

Discussion of these data will be from major topic to major topic, in that the sub-topics are somewhat related:

Current Happenings: Need for this overall type of information is high, as expressed by those Coloradans interviewed. Basically the category includes information with some immediacy, including news, weather, and currently available entertainment. Few would look to the library as providing them with weather information, upcoming TV specials, or movie guides, although such information is present.

News and current events, possibly in the form of news magazines, newspapers or other available forms, is relatively more often considered as being available there.

Current lectures, are less sought, but those who do seek this type of information are more likely to consider a library.

Your Local Community: As with current happenings, interest in these sub-topics is high,but in this case there are somewhat higher proportions of people who would seek part of this information at the library. This is particularly true of local history, where four-fifths of those interested would seek information at a library. To a lesser extent the library may be seen as a source of information on city, county or state services and for local expertise in particular topics. For locating products or services, proportionately fewer would consider a library.

Best-Selling Books and Entertainment/Enjoyment: Interest in information of this general type is also higher than the average of all topics, but with some variations. Music and television, in terms of entertainment media, are listed as being wanted by a majority. Recent movies and books come next. Movie classics and entertainment for children are wanted by somewhat lower proprtions of the respondents, while the graphic arts and music scores appeal to relatively fewer people.

Among these media, books are strongly mentioned as an entertainment medium to be sought at a library, as was the case with the graphic arts and children's entertainment. Fewer peopl feel that needs for music, movie classics or music scores will b fulfilled by a library.

Special TV programs and recent movies, although comparatively high on the list of desirable information, are not seen as available at public libraries to nearly the degree of the other media.

Education: Over two-fifths of the Coloradans interviewed felt that information on available schools and courses and general reference materials would be needed or wanted by them. Of the two, the library was seen primarily as dealing with the latter, with a very high proportion expressing a need for such materials, saying that this might be met by a library. Somewhat fewer felt that home study courses would be of interest to them, but of these, half would turn to libraries.

Business and Law: Within this category, interest also varies a great deal. A majority find consumer information of value, and over half of those feel that they would consider a library as a source. In the remaining categories, general interest varies from just under half for tax information, to one-sixth being interested in stock market reports, with lower proportions using the library to meet these needs.

How-To-Do-It: With the exception of one sub-topic (driving an automobile) interest on virtually every topic presented was fairly high -- ranging from about one-fifth to one-half of those interviewed. Also, the library is seen as a source of such information by high proportions of those interested. This is particularly true of raising pets, gardening, crafts and photography. It is somewhat less true of the topics cooking and automobile repairs.

Topics of General Interest: Coloradans also expressed interest in a variety of general subjects, with high proportions of those interested thinking of the library. With one exception, that being religion, over two-thirds of those expressing interests feel they may meet part of their need for information on the topic at a library.

Job-Related Information: Slightly lower overall levels of interest were expressed for these topics, with half or fewer of those interested considering the library as a place for meeting their needs.

Personal/Family: Interest in information of this type varied a great deal in terms of what was considered of interest. Nearly half felt information on general self-improvement might be desirable while only one-sixth expressed interest in family counseling or genealogy. In addition to this variation, the tendency to use the library for these needs was also varied. Although of lower interest among those interviewed, information on genealogy would be sought at a library by two-thirds of those interested. The opposite is the case for family counseling, where under a third would turn to a library, should they need information of this type.

General self-improvement, information on children's education, and nutrition were selected as of interest to high proportions of the sample, and are topics in which the library is expected to play some role in their investigation. By contrast, fewer of those interested in medical information or money management would turn to a library.

Foreign Languages: Although appealing to fewer people, most of those who feel the need for information of this type say that they would use a library for their needs.

As is evident in the tables, general interest in topics and potential usage of libraries to help in finding out about topics of interest, can vary a great deal. The third concept, tendency to use libraries for a type of information (regardless of the absolute proportion which express interest) is a derivative of the preceding two. A high tendency to use libraries for a topic would mean that a large proportion of those who seek information on a given topic would consider seeking it in a library, as at least one source. The following listings draw from all of the major categories and group topics from highest to lowest in terms of this tendency.

Topics for Which There is Highest Tendency to Use Library

* Best-selling Fiction
* Best-selling Non-fiction
* Fiction Books
* Non-fiction Books
* The Arts
* History
* Literature
* Local History
* Psychology
* Social Sciences
* Languages
* Science
* General Reference Material For Study

The library is especially seen as a likely source of information on the above topics. They include fiction and non-fiction reading, as well as some of the topics of general interest. General reference materials, as well as local history, are two additional topics for which respondents felt the library would be especially helpful.

Topics for Which There is High Tendency to Use Library

- Genealogy
- Nutrition
- Raising Animals & Pets
- Gardening
- Crafts
- Photography
- Graphic Arts
- Translation Service
- Technology
- Materials in Language Other Than English
- Education
- Entertainment for Children
- Agriculture
- Ecology
- Technology & Society
- Information & Communication
- Mathematics
- Home Study of a Foreign Language

Into this second classification fall most of the remaining topics of general interest, along with the topics on foreign languages. In the way of personal or family information, genealogy and nutrition are more often thought of as library topics, while this also applies to four of the how-to-do-it group -- raising pets, gardening, crafts, and photography. Of the topics centering around entertainment and enjoyment, only graphic arts (and fiction and non-fiction in the previous classification) are high among topics where the library may be considered.

Topics for Which There is Moderate Tendency to Use Library

- Home Money Management
- Indoor Games
- Children's Education/Schools
- Raising Children
- General Self-improvement
- Consumer Information on Products
- Cooking
- Repairs Around the House
- Automobile Repairs
- Basic Construction/Building Skills
- Furniture Construction
- Games and Sports
- Philosophy
- Special Jobs/Careers
- Home Training Courses
- Services of City/County/State
- Names of Local Experts
- Home Study Courses on a Topic of Interest
- Religion

A wide variety of topics is included in this middle classification, where the library comes to mind less often as a source of information.

Topics for Which There is Lower Tendency to Use Library

- * Medical & Health Care
- * Family Counseling
- * Taxes
- * Personal Legal Information
- * Stock Market Reports
- * Investing Money
- * Social Security
- * Local Ordinances
- * Driving an Automobile
- * News & Current Events
- * Lectures on Current Events or The Arts
- * Music for Enjoyment
- * Music Scores to Play
- * Movie Classics to Watch
- * Employment Procedures
- * Available Local Training
- * Locating Products & Services in Area
- * Available Schools & Courses

This classification includes a number of topics for which the tendency to use a library for information is lower than average. This category includes, for one thing, a number of topics for which the individual might feel the need for more personal guidance in seeking information -- medical and health care, family counseling, taxes, law, investing money, driving an automobile, and local training and employment. The classification also includes topics involving current affairs, as well as non-print media for entertainment.

Topics for Which There is Lowest Tendency to Use Library

- * Weather Conditions & Forecasts
- * Upcoming Special TV Programs
- * Available Movies & Plays & Concerts
- * Recent Movies to Watch
- * Special TV Programs

Few people feel the library provides the above types of information, although some rank very high as being of common interest.

Throughout these rankings there is evident a few trends. The first, as mentioned previously, is that the library is perceived as offering mainly print media. A high proportion of the types of information contained in the higher tendency classifications are presumably to be found in book or periodical form. In the lower tendency classifications, more non-print media are inferred.

Also, there is evidence that the more important the individual tailoring of certain information to the person's needs, the less the tendency to use the library as a source. This includes such topics as medical care, investing money, legal information, or tax information, where the services of some expert may be indicated.

One further point might be made with regard to this tendency to use libraries. In a sense, the more immediate the need for the information -- such as weather, or upcoming events of the evening -- the less the tendency to use a library. Topics listed in the lowest tendency classification are needs which must be met relatively soon if they are to be effectively met. And it is these needs that persons would be least likely to seek in a library.

For further examination, Table V-2 presents a rank ordering of all 73 topics presented, ranked according to the proportion of the total sample who said the type of information might be useful or desirable. The second column indicates the ranking (from 1 to 73) of these topics in terms of the proportion that said they would seek to satisfy this need, in part, at a library. Similar rankings, on the basis of tendency to use the library for information of the type, are presented in the third column.

Two additional questions were posed to respondents which are relevant to the present discussion. Respondents were asked in what languages, other than English, they read and would enjoy having books. The results appear in Table V-3. The language with the highest proportion was, of course, Spanish, in which 6% of the Coloradans interviewed felt they would enjoy reading at least occasionally.

A second question concerned their frequency of particular media habits, and these results appear in Table V-4. In view of the previous discussion of information needs, these data should not be surprising. They point up the importance of the non-print media in terms of the daily lives of Coloradans.

TABLE V - 2

RANK ORDERINGS OF THE TYPES OF INFORMATION

	RANK ORDER: BY PROPORTION NEEDING OR WANTING	BY PROPORTION USING LIBRARY ~~(%)~~	BY TENDENCY TO USE LIBRARY ~~(%)~~
NEWS & CURRENT EVENTS	1	43	67
MUSIC FOR ENJOYMENT	2	52	65
WEATHER CONDITIONS/FORECASTS	3	71	71
SPECIAL TV PROGRAMS FOR ENTERTAINMENT	4	72	72
UPCOMING SPECIAL TV PROGRAMS	5	73	73
CONSUMER INFORMATION ON PRODUCTS	6	16	42
AVAILABLE MOVIES/PLAYS	7	68	70
LOCATING PRODUCTS & SERVICES IN THE AREA	8	50	63
TAXES	9	37	56
SERVICES OF CITY/COUNTY/STATE	10	25	47
AVAILABLE SCHOOLS & COURSES	11	36	52
RECENT MOVIES TO WATCH	12	70	69
NON-FICTION BOOKS FOR ENJOYMENT	13	1	7
GENERAL SELF-IMPROVEMENT	14	18	38
BEST-SELLING NON-FICTION	15	2	11
ECOLOGY	16	12	26
EDUCATION	17	8	19
MEDICAL & HEALTH CARE	18	42	55
SOCIAL SECURITY	19	56	64
BEST-SELLING FICTION	20	7	12
PERSONAL LEGAL INFORMATION	21	53	62
GARDENING	22	13	25
CRAFTS	23	11	21
FICTION BOOKS	24	4	5
LOCAL HISTORY	25	5	8
HISTORY	26	3	2
REPAIRS AROUND THE HOUSE	27	21	39
LOCAL ORDINANCES	28	41	51
GENERAL REFERENCE MATERIAL FOR STUDY	29	6	3
AUTO REPAIRS	30	40	48
ENTERTAINMENT FOR CHILDREN	31	20	31

(CONTINUED NEXT PAGE)

TABLE V - 2 (continued)

	RANK ORDER:		
	BY PROPORTION NEEDING OR WANTING	BY PROPORTION USING LIBRARY ~~(%)~~	BY TENDENCY TO USE LIBRARY ~~(%)~~
PHILOSOPHY	32	31	44
RELIGION	33	23	33
MOVIE CLASSICS TO WATCH	34	63	68
CHILDREN'S EDUCATION/SCHOOLS	35	28	41
PSYCHOLOGY	36	10	10
THE ARTS	37	14	13
NAMES OF LOCAL EXPERTS	38	46	50
COOKING	39	39	46
SPECIAL JOBS/CAREERS	40	34	43
INFORMATION & COMMUNICATION	41	17	17
LITERATURE	42	9	1
NUTRITION	43	24	29
SCIENCE	44	15	9
AVAILABLE LOCAL JOB TRAINING	45	60	60
EMPLOYMENT PROCEDURES	46	55	53
GAMES AND SPORTS	47	32	34
LECTURES ON CURRENT EVENTS OR THE ARTS	48	62	59
INVESTING MONEY	49	59	57
HOME MONEY MANAGEMENT	50	54	49
MATHEMATICS	51	29	28
SOCIAL SCIENCES	52	19	4
PHOTOGRAPHY	53	30	27
GRAPHIC ARTS	54	26	18
HOME STUDY COURSES	55	44	37
TECHNOLOGY & SOCIETY	56	22	14
BASIC CONSTRUCTION/BUILDING SKILLS	57	47	40
RAISING ANIMALS AND PETS	58	35	23
RAISING CHILDREN	59	49	35
LANGUAGES	60	27	6
AGRICULTURE	61	38	24
FURNITURE CONSTRUCTION	62	51	32
TECHNOLOGY	63	33	15
HOME TRAINING COURSES	64	61	45
DRIVING AN AUTO	65	69	66
MUSIC SCORES TO PLAY	66	65	54
MATERIALS IN LANGUAGE OTHER THAN ENGLISH	67	45	16

(CONTINUED NEXT PAGE)

TABLE V - 2 (continued

	RANK ORDER: BY PROPORTION NEEDING OR WANTING	BY PROPORTION USING LIBRARY ~~(%)~~	BY TENDENCY TO USE LIBRARY ~~(%)~~
HOME STUDY OF FOREIGN LANGUAGES	68	48	22
INDOOR GAMES	69	58	36
STOCK MARKET REPORTS	70	67	61
FAMILY COUNSELING	71	66	58
GENEALOGY	72	57	20
TRANSLATION SERVICE	73	64	30

TABLE V - 3

LANGUAGES IN WHICH RESPONDENTS WOULD ENJOY READING

	STATEWIDE (%)
SPANISH	6
FRENCH	1
GERMAN	1
RUSSIAN	*
ITALIAN	*
OTHER EUROPEAN LANGUAGES	*
ALL OTHER LANGUAGES	*
NONE	90
	100

* LESS THAN . 5%

TABLE V - 4

REPORTED FREQUENCY OF SELECTED MEDIA ACTIVITY

	STATEWIDE					
	EVERY DAY (%)	ALMOST EVERY DAY (%)	EVERY OTHER DAY (%)	ONCE OR TWICE A WEEK (%)	LESS THAN WEEKLY (%)	TOTAL (%)
HOW OFTEN DO YOU. . . ?						
Listen to radio	76	8	4	5	7	100
Watch television	72	9	6	9	4	100
Read a newspaper	67	9	5	12	7	100
Listen to a recording	41	9	9	18	23	100
Read a magazine or periodical	18	10	13	34	25	100
Read a book	18	7	6	17	52	100

A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

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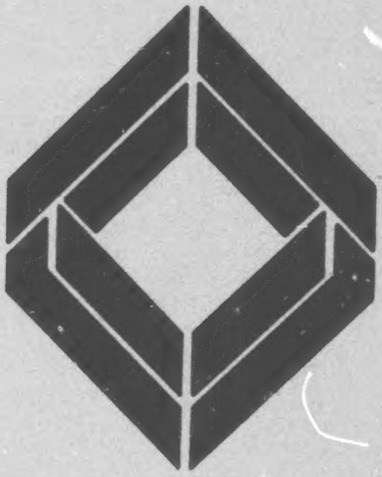
Volume 2

SECONDARY SCHOOL AND COLLEGE STUDENT SUMMARY



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A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

VOLUME TWO

SECONDARY SCHOOL AND COLLEGE STUDENT SUMMARY

Prepared for:

COLORADO STATE LIBRARY

Colorado Market Research Services, Inc.
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Denver, Colorado 80222

This survey was designed, administered and reported by Colorado Market Research Services, Inc. Any interpretations of data are soley those of Colorado Market Research Services, Inc.

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INTRODUCTION TO THE PROJECT

The following report, the second volume of a five part series, is based on a survey designed to reflect the opinions and attitudes of the people of Colorado with regard to the libraries in the state. The overall objective of the survey was to aid the Advisory Committee of the Colorado Council for Library Development in their revision of the Colorado Plan for Library Development by providing the opinions, attitudes, and reported behavior of the citizens of the state concerning information needs and libraries. Of particular interest were the following general topics:

- The information needs of the people of Colorado
- Usage and non-usage of library services in the state
- Availability and evaluations of public libraries and particular library services, either currently existing or proposed
- General attitudes toward libraries and the purposes the people of Colorado feel libraries should have

Personally interviewed during the course of the study was a base sample of 804 Coloradans across the state, supplemented by 102 additional interviews in the area of the Western Slope regional systems and an additional 100 interviews with secondary school and college students in the state. These supplements to the base sample were conducted in order to provide larger sub-samples of students and the general population in the Western Slope areas, where a pure probability sample would yield too few respondents for reasonable analysis. Supplemental interviews are used only in the analysis of these sub-groups and are not included in the statewide totals, due to the bias that would occur.

In total, 1,006 personal interviews were conducted with a cross-section of the state's population according to an area probability sample. These interviews were conducted between July 12th and August 22nd, 1973. Technical details of the sampling, questionnaire, tabulation and written reports appear in the Technical Appendix, under separate cover.

INTRODUCTION TO THE SECONDARY SCHOOL STUDENT AND COLLEGE STUDENT SUMMARY

The following report is prepared to examine students' responses in the survey, including secondary school students and college, junior college and university students. Tables included in this column are similar to those presented in the general statewide summary (Volume 1) but reflect the responses of both of these student classifications and occasionally the responses of non-students for comparison.

The initial section of this report deals with student usage of libraries of all types -- public, secondary school, college, and private or special libraries. Primary emphasis is on the different types of libraries used by the students, how they are used, and in some cases, why particular libraries are not used.

The next two sections focus on secondary school students and college or university students, respectively, and their evaluations of libraries available through their schools. The fourth section concerns both types of student evaluations of local public libraries available to them.

Section five centers on particular public library services, including a number of proposed services which are examined for student perceptions of availability, use, or potential usefulness. The section that follows deals with student attitudes toward libraries in general, including likes and dislikes as well as the purposes which students feel libraries should fulfill.

The last section reports the findings with regard to the types of information which students feel are useful or desirable to have available, as well as their tendency to use a library for any of their information needs on a particular topic.

At this point the reader should keep in mind the population distribution in the state, upon which the sample and these current analyses are based. Table INTRO - 1 shows the distribution of the state's population among the current regional systems of the state library. A majority of the state's population resides in the Central System, including mainly the Denver-Boulder metropolitan area and a few less-populated surrounding counties. Other sizable proportions of the state's population reside in the Plains and Peaks System (including the Colorado Springs metropolitan area), and the Arkansas Valley System (including Pueblo and numerous southeastern counties) and the High Plains System (with Fort Collins, Greeley, and a broad area of northeastern Colorado).

The three Western Slopes systems -- Three Rivers in the northwest, Pathfinder in the central-west, and Southwest -- together represent a population approximately equal to any one of the eastern systems with the exception of the Central System. Since each of these systems would yield so few interviews in the basic area probability sample, additional interviews were obtained for use in regional analyses.

One additional aspect of the survey should be discussed at this point. In the original design, it was assumed that status as a student would have a major influence in library usage and information needs. The sample was designed, therefore, to obtain appropriate proportions of secondary school students, college students, and non-students. Based on available information, Table INTRO - 2 shows the student status of that portion of the state's population which is 13 years of age or older.

As was the case with the Western Slope Systems, the student sample was supplemented to include an additional 100 interviews distributed according to population across the state.

Computations to represent the students of Colorado utilize the natural proportion of students that fell into the base sample, combined with the results of the supplementary student sample. The resulting sub-samples of secondary school and college students are geographically spread as in the general population of the state, as shown in Table INTRO - 3.

For a number of reasons, it was decided early in the survey planning to exclude from examinations the sub-teens. Both pre-school and elementary school children could not be questioned along lines comparable to those for teenagers and adults. An examination of information needs, library habits and attitudes for these age groups should be done through an entirely separate study, specifically designed and executed to obtain these data.

As such, there are few references in this study to possible usage of libraries by pre-school or elementary school children. This aspect of library services should not be forgotten, although this survey is concerned with teenage and adult behavior and attitudes.

Tables INTRO - 4 and INTRO - 5 further describe the student sub-sample used in these analyses, in terms of sex, annual household income, occupation of household head, racial/ethnic group, and student grade level or class in school.

TABLE INTRO - 1

POPULATION AND SURVEY SAMPLING OF THE REGIONAL LIBRARY SYSTEMS DESIGNATED BY THE COLORADO STATE LIBRARY

REGIONAL SYSTEM	COLORADO POPULATION (% 1970)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	GEOGRAPHIC OVERWEIGHT	TOTAL INTERVIEW OBTAINED (%)
Central	56.3	452	56.2	-	452
Plains & Peaks	11.3	89	11.1	-	89
Arkansas Valley	10.4	85	10.6	-	85
High Plains	11.2	90	11.2	-	90
Three Rivers	2.9	25	3.1	36	61
Pathfinder	4.5	34	4.2	31	65
Southwest	3.4	29	3.6	35	64
	100.0	804	100.0	102	906

TABLE INTRO - 2

STUDENT STATUS OF COLORADO POPULATION (13 AND OVER) AND SURVEY SAMPLE

	COLORADO POPULATION (%)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	STUDENT OVERWEIGHT	TOTAL (%)
OUT OF SCHOOL	83.3	650	80.9	-	650
SECONDARY SCHOOL STUDENTS	11.0	112	13.9	44	156
COLLEGE STUDENTS	5.2	42	5.2	56	98
	100.0	804	100.0	100	904

TABLE INTRO - 3

STUDENT AND NON-STUDENT SUB-SAMPLES IN STATEWIDE SURVEY BY REGIONAL SYSTEM

REGIONAL SYSTEM	COLORADO POPULATION (1970 %)	TOTAL SECONDARY SCHOOL STUDENTS (N)	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS TOTAL (N)	COLLEGE STUDENTS (%)
Central	56.3	84	53.8	54	55.1
Plains & Peaks	11.3	15	9.6	9	9.1
Arkansas Valley	10.4	15	9.6	10	10.2
High Plains	11.2	25	16.0	15	15.3
Three Rivers	2.9	3	1.9	3	3.0
Pathfinder	4.5	9	5.8	3	3.0
Southwest	3.4	5	3.2	4	4.0
	100.0	156	100.0	98	100.0

TABLE INTRO - 4

DEMOGRAPHIC PROFILE OF STUDENT AND NON-STUDENT SUB-SAMPLES

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
SEX: Male	62	45	45
Female	38	55	55
	100	100	100
YEARLY HOUSEHOLD INCOME:			
Under $ 5,000	11	11	16
$ 5.000 - $11,999	33	32	42
$12,000 - $15,999	18	23	20
Over $16,000	20	30	14
Refused	18	4	8
	100	100	100
OCCUPATION OF HOUSEHOLD HEAD:			
Business/Professional	9	15	7
Sub-Professional	17	28	20
White Collar	20	20	15
Bule Collar	22	14	27
Semi-Skilled	18	8	15
Unskilled	7	5	10
Other/Refused	7	10	6
	100	100	100
RACIAL ETHNIC:			
White Anglo	87	90	86
Spanish	10	5	11
Black	2	3	2
American Indian/Other	1	2	1
	100	100	100

TABLE INTRO - 5

GRADE LEVEL OR CLASS OF STUDENT SUB-SAMPLES

	SECONDARY SCHOOL STUDENTS (%)
GRADE LEVEL:	
7th or 8th	31
9th or 10th	46
11th or 12th	23
	100

	COLLEGE STUDENTS (%)
CLASS:	
Freshman/Sophomore	36
Junior/Senior	34
Graduate Student	25
Special/Other	5
	100

I LIBRARY USAGE BY COLORADO STUDENTS

A. Frequency of Usage of the Types of Libraries

The various types of libraries across the state can be grouped into one of four classifications, as was done in the design of this study. First, there are the public libraries, supported by public funds and providing free services to all residents of a community. Public and private secondary school libraries are another category in that their primary duty is to provide service to their students and faculty, as also do the public or private college and university libraries.

The fourth category, called special libraries, includes all other collections of library materials administered as a library. This category includes the private collections of corporations; federal, state and local governmental agencies; and organizations such as churches or clubs. Access to such collections is usually limited and such libraries may be geared to particular topic areas. Table I - 1 presents the results of a series of questions asked of students concerning their usage of various types of libraries.

Four out of five secondary school students report usage of public libraries at least yearly, with over two-fifths reportably using public libraries at least once a year but less often than monthly. The remaining two-fifths of the secondary school students used public libraries at least monthly.

For secondary school libraries, only eight percent of these students reported not using their school library with an additional thirteen percent using these facilities less frequently than once a month. Just less than half of the secondary school students interviewed used their school library three or more times a month.

Secondary school students reported sparse usage of college or special libraries. In both cases, secondary school students usage at least once a year was only seven percent. When usage was reported it was generally with a frequency of one to three times a year.

Among college students a somewhat small proportion could be classified as users of public libraries (71% use a public library at least yearly as opposed to 80% of the secondary school students). However, the proportion of college or

TABLE I - 1

OVERALL FREQUENCY OF USAGE FOR TYPES OF LIBRARIES BY STUDENT STATUS

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARY (%)	COLLEGE LIBRARY (%)	SPECIAL LIBRARY (%)
SECONDARY SCHOOL STUDENTS:				
USE LESS THAN ONCE A YEAR	20	8	93	94
USE: 1 - 3/year	20	7	5	3
4 - 6/year	21	6	1	1
monthly	15	13	1	1
2 - 3/month	14	20	-	-
more than 3/month	10	46	-	1
	100	100	100	100
COLLEGE STUDENTS:				
USE LESS THAN ONCE A YEAR	29	95	20	88
USE: 1 - 3/year	13	1	7	4
4 - 6/year	19	-	7	2
monthly	15	-	11	2
2 - 3/month	9	1	11	1
more than 3/month	15	3	44	3
	100	100	100	100
ADULT NON-STUDENT:				
USE LESS THAN ONCE A YEAR	51	96	89	87
USE: 1 - 3/year	13	1	4	4
4 - 6/year	10	*	2	2
monthly	13	1	2	3
2 - 3/month	7	*	*	1
more than 3/month	6	2	2	3
	100	100	100	100

* LESS THAN .5%

TABLE I - 2

STUDENT USAGE (AVERAGE OF AT LEAST ONCE A YEAR) OF FOUR TYPES OF LIBRARIES BY GRADE LEVEL OR CLASS

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARY (%)	COLLEGE LIBRARY (%)	SPECIAL LIBRARY (%)
SECONDARY SCHOOL STUDENTS	80	92	6	6
LAST GRADE LEVEL:				
7 - 8	80	92	2	6
9 - 10	79	93	3	6
11 - 12	83	91	20	9
ALL COLLEGE STUDENTS	71	5	81	14
CLASS:				
Freshman/Sophomore	68	3	79	12
Junior/Senior	70	-	91	12
Graduate Student	79	14	72	17

university students who said they used public libraries at least monthly (39%) is equal to the proportion of secondary school students who reported such frequent usage. The college and university students are only slightly less likely to be occasional users of public libraries (using such services at least yearly but not as much as monthly).

Secondary school libraries are rarely used by college students -- the major exception being secondary school teachers who are also college students. In usage of their own school libraries, 44% of the college students reported usage three or more times a month, and another 22% used their school library at least monthly. Use of special libraries is reported by college students at a rate approximately equal to that of the non-student adults and about twice that of high school students.

Table I - 2 further examines student usage of these four types of libraries by grade level or class. In this table, the proportion of students who report at least yearly usage appears for both types of students, as well as for the grade or class divisions.

For secondary school students, usage of both public and secondary school libraries is consistent across various grade levels. Somewhat higher usage of college or university libraries is reported by the upper level students -- the high school juniors and seniors.

The college student sample is too small to draw particular conclusions, but a slightly higher usage of public and special libraries among upper level students is indicated. Secondary school library usage among college students is primarily among graduate students who are also teachers at secondary schools. Use of their own college library appears higher among college juniors and seniors.

B. Student Usage of Public Libraries

Seventy-one percent of the college students and eighty percent of the secondary school students interviewed reported using public libraries at least once a year. Both types of students have a greater tendency to use their school library, and to use it more frequently than public libraries.

In further questions on the particular services of the public library most frequently used, both college and secondary school students mentioned loans and in-library reference work. Although both of these services were frequently reported, college students were slightly more apt to mention reference work, while high school students more frequently reported checking out materials.

Other uses mentioned by less than one-tenth of the students included leisure reading in the library -- simply browsing -- and the use of a public library for a work atmosphere. Other questions, reported in Section IV and V, deal with usage of more specific services of the public library and evaluation of locally available services by students.

At this time, those students who reported not using public libraries will be discussed. As with the adult non-students, both secondary (20%) and college (29%) students who reported using public libraries an average of less than one a year were asked the reason for this non-use. In open questioning, the most frequent reason given by secondary school students were that using the public library seldom occurred to them, that they used some other library (presumably at school) or that they lacked the time to use a public library. Lower proportions of secondary school students mentioned doing very little reading, problems in transportation, or confusion about how to use a public library.

College student non-use, on the other hand, primarily mentioned the use of another library as making trips to the public library unnecessary. At a much lower level, such reasons as lack of salience, time, transportation, or procedural knowledge were given.

Students were further probed by a series of projected reasons for their lack of use of public libraries, and the results of these questions among students are presented in Table I - 3 and I - 4.

TABLE I - 3

PROJECTED REASONS FOR NON-USE OF PUBLIC LIBRARY AMONG SECONDARY SCHOOL STUDENTS WHO USE A PUBLIC LIBRARY LESS THAN ONCE A YEAR

	APPLIES	DOES NOT APPLY	DON'T KNOW	TOTAL
I use a library other than the public library......................(%)	70	30	-	100
I do very little reading ....(%)	68	32	-	100
I don't ever think of going to the library ....(%)	47	53	-	100
I'm usually too busy to use a library ....(%)	39	58	3	100
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines ....(%)	32	65	3	100
There isn't much at the library that I need or want ....(%)	30	67	3	100
The library is just too far away for me to use ....(%)	29	58	13	100
Transportation to the library is a problem for me ....(%)	27	70	3	100
I'd rather buy materials than borrow them ....(%)	26	68	6	100
The people at the library are not helpful ....(%)	6	81	13	100
Due to my physical condition, it is difficult for me to use the library ....(%)	6	94	-	100
The hours the library are open are not convenient for me ....(%)	3	71	26	100

TABLE I - 4

PROJECTED REASONS FOR NON-USE OF PUBLIC LIBRARY AMONG COLLEGE STUDENTS WHO USE A PUBLIC LIBRARY LESS THAN ONCE A YEAR

	APPLIES	DOES NOT APPLY	DON'T KNOW	TOTAL
I use a library other than the public library ....(%)	71	25	4	100
I'd rather buy materials than borrow them ....(%)	36	64	-	100
There isn't much at the library that I need or want ....(%)	21	79	-	100
I don't ever think of going to the library ....(%)	21	79	-	100
The library is just too far away for me to use ....(%)	18	67	14	100
The hours the library are open are not convenient for me ....(%)	18	71	11	100
I'm usually too busy to use a library ....(%)	18	82	-	100
Transportation to the library is a problem for me ....(%)	14	82	4	100
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines ....(%)	14	86	-	100
I do very little reading ....(%)	11	89	-	100
The people at the library are not helpful ....(%)	7	79	14	100
Due to my physical condition, it is difficult for me to use the library ....(%)	-	100	-	100

For both types of students, usage of another library is the most frequently agreed to reason for not using a public library. In the case of secondary school student non-users, however, two-thirds also said that they do little reading. Between one-half and one-quarter of these secondary school students also felt that their own lack of salience, competing activities, procedural problems, distance and transportation, and lack of materials of interest were reasons. About a quarter of these students also said they preferred to buy materials, and few reported physical difficulties, inconvenient hours, or public library staff as reasons.

For college students the major reason for non-use -- using another library -- remains the same. Preference for buying materials rather than borrowing was next most frequently mentioned (36%). Agreement with others of the wide range of possible reasons presented was much lower than that reported by secondary school students.

It is interesting to note that two-thirds of the secondary school students gave limited reading as a reason, while only one-tenth of the college students would agree to this. College students, on the other hand, were more likely to prefer the purchase of materials, and give this as a reason for not using public libraries.

C. Student Usage of Secondary School Libraries

Some regular usage of secondary school libraries -- using an average of once a month or more -- is characteristic of four-fifths of the secondary school students interviewed. An additional thirteen percent used their secondary school library one to six times a year, and only eight percent reported no use.

These students reported usage of their school library along similar lines to those reported for the public library, with some slight variation. Use of both public and school libraries for reference or research received approximately equal mention, while the school library was less frequently mentioned in terms of circulation services. Mention of the school library as a place for browsing and leisure, and also for a work atmosphere, however was more common.

Those few secondary school students who said they did not use their secondary school library were further asked why this was the case. and what library they used (if any). In a few cases, the reasons given had nothing to do with the school library or its personnel. Students did not have a school library to use due to construction of new facilities, or they believe the school library was not available to them as part-time students.

Among the non-using students who had access to a school library, the primary reasons were the lack of materials which were current, of interest, or adequate for their studies. A number of comments were directed toward the personnel in the secondary school libraries, to the effect that there was little help offered to students in finding what they needed, and direct clashes with library personnel. As perhaps a related factor, overcrowding and excessive regimentation were also reasons for not using a secondary school library.

These students who did not use their school library predominately turned to the public library for their needs. Only one mentioned the use of a college library as replacing their secondary school library, and one admitted no usage of any type.

Further discussion of the relationship between secondary school students and their school libraries is included in Section II.

Few college or university students reported using secondary school libraries, but those who did use this type of library did so primarily for research and reference, with some mention of circulation and non-informational services such as photocopy.

D. Student Usage of College Libraries

Among college students, usage of college libraries is only slightly less frequent than was the case with secondary school student usage of secondary school libraries. Over two-thirds of the college students interviewed reported using their college library at least monthly, with usage at least weekly being the usual case. An additional fourteen percent reported usage less than monthly but at least yearly, while one-fifth reported not using their college libraries.

Among college student users, research or reference was the primary service used. Much less frequently mentioned were the circulation services or using the library as a work atmosphere. (Circulation was more frequently mentioned as a usage of their public, rather than their college library.)

College students who did not use their college library gave a number of reasons for this, most of which related to the library not being available or convenient for their use. Such conditions as being a part-time student, taking courses through extension programs, or being enrolled but attending another school would make usage of the library at the college less feasible.

College students also mentioned preference for purchasing materials, and studies which required little reference or research work as reasons for not using the college library.

A little less than half of these college students reported using no library in place of the college library. Those who did turn to another (usually more convenient) source, turned to the public library -- or to a lesser degree, special or secondary school libraries.

As mentioned previously, few secondary school students reported using college libraries. Among those who did, use was usually infrequent, and centered mainly on reference services, and use of the work atmosphere created.

E. Student Usage of Special or Private Libraries

Approximately one-eighth of the college students and one-twentieth of the secondary school students interviewed used a special or private library, including governmental, industrial, or organizational libraries. Although these bases are small and offer no clear picture of the mode of usage, college student usage of special libraries centered on reference, while for secondary school students the predominant usage reported was circulation.

F. The Importance of Selected Factors In Library Usage

College and secondary school students who used any of the four types of libraries were asked to rate the importance to them of a series of factors related to library usage. The results appear in Table I - 5.

College students considered convenience of hours, as well as depth and breadth of the collection itself, as particularly important. Only slightly less important was personnel, which half of the college students rated as very important to them when they used a library. Surroundings and simplicity of procedures were rated by a third as very important, while only one-fifth felt that physical access was of such importance.

Secondary school students by contrast, most frequently cited helpful personnel as a very important factor, followed closely by depth and breadth of collection. Convenient hours, simple procedures, and physical surroundings were less frequently cited as very important, while ease of access was again least often mentioned.

While all of the factors are important to both types of students in their library usage, some differences are evident. For the college student, availability in terms of

TABLE I - 5

RATING OF IMPORTANCE OF SELECTED FACTORS IN LIBRARY USAGE BY SECONDARY SCHOOL STUDENTS AND COLLEGE STUDENTS

		VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	DON'T KNOW	TOTAL
Having a broad collection on a variety of topics	(S.S.Stu.) %	47	45	8	-	100
	(Col.Stu.) %	64	31	4	1	100
Having a lot of materials on a single topic of interest to you	(S.S.Stu.) %	45	48	7	-	100
	(Col.Stu.) %	62	36	1	1	100
Having people available and willing to help you find whatever you need	(S.S.Stu.) %	50	45	5	-	100
	(Col.Stu.) %	51	42	6	1	100
Convenient hours	(S.S.Stu.) %	36	58	6	-	100
	(Col.Stu.) %	65	34	-	1	100
Simple procedures for checking out and returning materials	(S.S.Stu.) %	32	60	8	-	100
	(Col.Stu.) %	36	52	11	1	100
Pleasing surroundings and comfortable atmosphere	(S.S.Stu.) %	29	56	15	-	100
	(Col.Stu.) %	38	48	13	1	100
Ease of getting to and from the library	(S.S.Stu.) %	19	57	24	-	100
	(Col.Stu.) %	22	58	19	1	100

time is a prime consideration, as well as the collection itself. Secondary school students, however, stress the importance of personnel, followed by the collections.

Further open-ended questioning on other factors of importance in students usage of libraries yielded an additional factor volunteered by over a quarter of the college students. For these students, ease of self-use -- being able to find it yourself -- was important. While this factor was mentioned by secondary school students too, it was volunteered about half as frequently.

G. Summary of Student Usage

In the design of the survey it was assumed that students would differ from non-students in the degree to which they used libraries, and the library services most frequently used. Such is the case, and both college and secondary school students are far more likely to use a library than non-student adults.

While secondary school students and college students are both relatively heavy users of the libraries at their respective institutions, there is apparently little cross usage of facilities. Instead, the public library is the next most frequently used type by both types of students. Both college and secondary school students are far more likely to use a public library than are adult non-students. For both types of students the public library serves as a back-up to the libraries at their institutions.

Many college students use public libraries for convenience, to do research work and also for circulation services. High school students are even more prone to public library usage, and there exists some indications that usage of public libraries is not merely a matter of convenience but rather a preference among some students. Further data on student satisfaction with school libraries -- both college and secondary schools -- is the topic of Sections II and III.

II SECONDARY SCHOOL STUDENTS EVALUTATIONS OF THEIR SCHOOL LIBRARIES

All secondary school students were asked a series of evaluative questions about their school libraries including an overall rating, ratings on particular aspects of secondary school library services, and suggestions for improving the library. The overall rating students gave their secondary school libraries appears in Table II - 1.

One-tenth of the students gave their library an "excellent" rating, while another three-tenths said "very good." Another three-tenths felt their school library was "good", while over a quarter would say "fair" or "poor." In the table there appears a slight tendency for upper level students (juniors and seniors) to be more critical of their school library.

Table II - 2 shows a number of ratings, arranged by a system giving the ratings a 1-to-5 weighting, from poor to excellent. For the first three -- easy procedures, reference section and the overall ratings, evaluations are approximately equal. In the next three aspects -- having interesting non-study materials, being available, and having a helpful staff -- there were more "excellent" ratings, but at the same time there were a higher number of "poor" evaluations. By comparison, the quality of these three factors must vary a great deal from school to school. Being a comfortable and enjoyable place to study or read was the lowest of the seven tested, with 46% of the secondary school students judging their school as only "fair" to "poor."

Secondary school students were asked about improvements that they would suggest for their school library. The most frequently mentioned improvement concerned the staff of their school libraries, with comments indicating that students found their library staff less-than-helpful, or restrictive in their administration of the collection and facilities.

Mentioned with almost equal frequency was the request for a wider general collection. This factor, and the one preceding, were the two most frequently mentioned reasons given by students who did not use their school library, as discussed in Section I.

Physical facilities, furnishings, and the related concept of general atmosphere of the library were also mentioned by around one-fifth of the students as needing improvement. Reference

TABLE II - 1

SECONDARY SCHOOL STUDENTS OVERALL RATING OF THEIR SCHOOL LIBRARY BY GRADE LEVEL

	ALL SECONDARY SCHOOL STUDENTS (%)	GRADE LEVEL 7-8 (%)	GRADE LEVEL 9-10 (%)	GRADE LEVEL 11-12 (%)
Excellent	10	14	11	3
Very Good	30	29	32	29
Good	30	31	29	31
Fair	20	20	18	23
Poor	7	6	4	14
Don't Know	3	-	6	-
	100	100	100	100

TABLE II - 2

SECONDARY SCHOOL STUDENTS RATINGS OF THEIR SCHOOL LIBRARY ON SELECTED FACTORS

	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	DON'T KNOW	TOTAL
Being easy to use in terms of procedures.....(%)	10	28	41	15	5	1	100
Having good reference materials for study ....(%)	11	26	35	21	6	1	100
Overall rating ....(%)	10	30	30	20	7	3	100
Having material of interest besides study material ....(%)	13	25	28	21	11	2	100
Being available when you need it ....(%)	15	21	26	21	15	2	100
Courteous and helpful staff ....(%)	12	21	25	22	18	2	100
Being a comfortable and enjoyable place to study or read ....(%)	17	17	19	25	21	1	100

TABLE II - 3

SECONDARY SCHOOL STUDENTS SUGGESTIONS FOR IMPROVING THEIR SCHOOL LIBRARIES *

	ALL SECONDARY SCHOOL STUDENTS (%)
Improve staff	31
Generally wider collection	28
Better physical facilities/appointments	21
Better atmosphere	17
Wider reference collection	12
Procedural suggestions	7
More non-study materials	6
Update materials	6
More hours	4
Other	5
No suggestions	18

* MULTIPLE RESPONSES

collections, which received more favorable ratings on direct questioning, were less frequently mentioned as needing improvement, as were library procedures. Having more non-study materials, updated materials and more convenient hours were volunteered as needed improvements by about one in twenty.

The following sections show comparable evaluations of college libraries by college students, as well as students ratings of public libraries. Based on the ratings given here, in comparison with those in the following section, secondary school libraries do not appear to be nearly so well regarded among their primary users.

III COLLEGE STUDENTS EVALUATIONS OF THEIR COLLEGE LIBRARIES

Table III - 1 shows the overall rating of college libraries given by the college students. A majority of these students would rate their school library as "excellent" or "very good", while only one-in-eight would rate the library as "fair" to "poor."

In the specific ratings, reference procedures and the overall ratings were approximately equal. Being available when needed and being a comfortable and enjoyable place to work drew more divergent ratings -- more "excellent" as well as "fair." Again, these two factors appear to vary more from library to library.

Judgements on staff were slightly lower than those given the above factors, and students ratings of their libraries as having interesting non-study materials was slightly lower.

By comparison to the same ratings given by secondary school students for their school libraries, these ratings are somewhat higher. For instance, none of these factors were rated as "fair" to "poor" by as much as a quarter of the college students. In the secondary school students rating of their libraries, this was the case with all factors except one, easy procedures.

Suggestions for improvement in their school library given by college students were wider general collection and better physical facilities, both volunteered by over one-quarter and one-third respectively. Other suggestions for improvements volunteered by more than one-in-ten included wider reference collections, improvements in library atmosphere, procedural suggestions and improvements in the staff. This latter suggestion was given three times more frequently by secondary school students with regard to their library and, while present among college students, the attitude seems far less prevalent.

As discussed in Section 1, college students were more likely to mention easy self-use of a library as a factor of importance in their use of libraries and thus may be less inclined to seek (or need) the help of library personnel. For secondary school students, personal assistance is of more relative importance, as reflected in their suggestions for improvement and their ratings of the importance of a helpful staff.

TABLE III - 1

COLLEGE STUDENTS OVERALL RATING OF THEIR COLLEGE LIBRARIES BY CLASS

	ALL COLLEGE STUDENTS (%)	CLASS FRESHMAN/ SOPHOMORE (%)	CLASS JUNIOR/ SENIOR (%)	CLASS GRADUATE/ SPECIAL (%)
Excellent	16	20	6	21
Very Good	39	44	43	31
Good	23	18	27	24
Fair	8	6	12	7
Poor	4	6	3	3
Don't Know	10	6	9	14
	100	100	100	100

TABLE III - 2

COLLEGE STUDENTS RATINGS OF THEIR COLLEGE LIBRARIES ON SELECTED FACTORS

	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	DON'T KNOW	TOTAL
Having good reference materials for study ....(%)	19	35	26	6	4	10	100
Overall rating ....(%)	16	39	23	8	4	10	100
Being easy to use in terms of procedures ....(%)	18	33	26	7	5	11	100
Being available when you need it ....(%)	24	25	22	15	4	10	100
Being a comfortable and enjoyable place to study or read........(%)	24	23	24	10	8	11	100
Courteous and helpful staff ....(%)	13	30	26	17	3	11	100
Having materials of interest besides study material ....(%)	10	22	26	20	3	19	100

TABLE III - 3

COLLEGE STUDENTS SUGGESTIONS FOR IMPROVEMENT IN THEIR COLLEGE LIBRARIES *

	ALL COLLEGE STUDENTS (%)
Generally wider collection	27
Better physical facilities/appointments	21
Wider reference collection	15
Better atmosphere	12
Procedural suggestion	11
Improve staff	10
More hours	6
Update materials	5
More non-study materials	4
Other suggestions	4
No suggestion	24

* MULTIPLE RESPONSES

IV EVALUATIONS OF LOCAL PUBLIC LIBRARIES

In the two preceeding sections, the evaluations of two types of school libraries by their primary student users has been discussed. This section will examine the evaluations of both college and secondary school students with regard to local public library service available to them.

Table IV - 1 shows the responses of both types of students, (with adult non-students) concerning their knowledge of the availability of a public library. The remainder of this section deals with the responses of those who knew of a public library available for their use, including 96% of the secondary school and college students interviewed.

TABLE IV - 1

KNOWLEDGE OF LOCAL PUBLIC LIBRARY AVAILABILITY

Q. Do you know the location of the nearest public library that is available to you and your family - either a main library or a branch library?

(IF NO)
Do you know of a public library anywhere in this area that you and your family could use?

	-----------STUDENT STATUS-----------		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
KNOW LOCATION	93	89	88
KNOW OF ONE IN AREA	3	7	5
DO NOT KNOW OF ANY PUBLIC LIBRARY AVAILABLE	4	4	7
	100	100	100

TABLE IV - 2

PERCEPTIONS OF DISTANCE TO NEAREST PUBLIC LIBRARY AND EASE OF GETTING THERE BY STUDENT STATUS

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENT	COLLEGE STUDENT	ADULT NON-STUDENT
ESTIMATE OF DISTANCE TO NEAREST PUBLIC LIBRARY:			
Less than 1 mile	40	33	36
1 - 2 miles	24	22	24
2 - 3 miles	17	22	16
3 - 5 miles	11	14	15
5 - 10 miles	5	8	7
10 - 20 miles	3	1	2
Over 20 miles	-	-	*
	100	100	100
SUBJECTIVE JUDGEMENT ON EASE OF GETTING TO NEAREST PUBLIC LIBRARY:			
Very difficult	3	-	2
Sonewhat difficult	8	4	8
Somewhat easy	30	26	18
Very easy	58	70	71
Don't know	1	-	1
	100	100	100

* LESS THAN .5%

As in the statewide survey, distance from the library and difficulty of getting to the library seem to be little barrier to public library usage. Of the two student groups, secondary school students were more likely to mention some difficulty, but such judgements were expressed by only about one-tenth of these students.

TABLE IV - 3

OVERALL RATING OF NEAREST PUBLIC LIBRARY

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENTS (%)
BASE RATING:			
Excellent	19	9	20
Very Good	47	26	31
Good	21	32	23
Fair	7	14	8
Poor	2	5	1
Don't know	4	14	17
	100	100	100
ADJUSTED RATING:			
Excellent	20	10	24
Very good	49	31	37
Good	22	37	28
Fair	7	16	10
Poor	2	6	1
	100	100	100

Table IV - 3 indicates students overall ratings of the public library available for their use, asked along lines similar to the ratings previously discussed for college and secondary school libraries. Secondary school students give public libraries noticeably higher ratings than do college students, with about two-thirds giving their local public library a rating of "excellent" or "very good." Among college students, however, only slightly more than one-third would rate their public library in this way, and about one-in-five would say "fair" to "poor."

The adjusted ratings which appear at the bottom of the table are the same ratings based on the number of individuals who responded, rather than the total. Such adjustments make the ratings that are given easier to compare, since the variation in non-response has been removed.

Table IV - 4 repeats these adjusted ratings giving public library, as compared to the ratings that these students give their respective school libraries. From these ratings it is apparent that secondary school students are generally more satisfied with their local public library than with the library offered at school. College students, however, give the local public library generally lower overall ratings than those given their college library.

TABLE IV - 4

STUDENTS OVERALL QUALITY RATING OF NEAREST PUBLIC LIBRARY, AND SCHOOL LIBRARY

	SECONDARY SCHOOL STUDENTS RATINGS OF:		COLLEGE STUDENTS RATINGS OF:	
	PUBLIC LIBRARY (%)	(SECONDARY SCHOOL LIBRARY) (%)	PUBLIC LIBRARY (%)	(COLLEGE LIBRARY) (%)
BASE RATING:				
Excellent	19	(10)	9	(16)
Very good	47	(30)	26	(39)
Good	21	(30)	32	(23)
Fair	7	(20)	14	(8)
Poor	2	(7)	5	(4)
Don't know	4	(3)	14	(10)
	100	100	100	100
ADJUSTED RATING:				
Excellent	20	(10)	11	(18)
Very good	49	(31)	30	(43)
Good	22	(31)	37	(26)
Fair	7	(21)	16	(9)
Poor	2	(7)	6	(4)
	100	100	100	100

Table IV - 5 and IV - 6 show adjusted ratings given by secondary school and college students on a variety of dimensions with regard to locally available public library services. Both college and secondary school students see their public library as providing a good selection for children, and give generally favorable ratings to the staff. College students are more likely to rate their local library as nearby and easy to, while secondary school students -- for whom the problem of transportation exists more frequently -- rate physical accessability lower.

As compared to college students, secondary school students feel more satisfied with the range of materials offered and also give higher ratings to the width of local collections. Secondary school students rate the local public library higher than do the college students on the related concepts of having a good collection of interest to them and being a good library for students. Among college students, who may be considered more experienced with libraries, being easy to use receives higher ratings.

Both types of students agree on the quality of the facilities as relatively high, and the hours and services besides lending books as somewhat satisfactory.

In Table IV - 7, students judgements on the adequacy of local public libraries for the community are shown. As might be anticipated, secondary school students feel the local service is adequate by a margin of well over four to one. College students see more room for improvement, while the adult non-students, due to lack of familiarity with existing facilities, are more prone to decline a judgement.

From these data it appears that the two types of students have somewhat different orientation to the local public library. College students, who tend to evaluate their public library with reference to their school library, see it as primarily convenient but limited in collection. Their ratings tend to be generally lower than those given by secondary school students.

Secondary school students, who may also evaluate their public library in terms of their secondary school library, are relatively more satisfied with the holdings, but find it somewhat less convenient due to transportation problems. Both agree on the public library as having a good collection for children, and on the helpfulness of the staff.

TABLE IV - 5

SECONDARY SCHOOL STUDENTS RATINGS OF LOCAL PUBLIC LIBRARY ON SELECTED FACTORS

ADJUSTED RATINGS:	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	TOTAL	NON-RESPONSE
Having a good selection of materials for children...............%	24	44	27	4	1	100	(13)
Having a wide selection of materials ....%	28	36	23	10	3	100	(7)
Having a courteous and helpful staff .....%	27	35	28	6	4	100	(8)
Having a comfortable and attractive building ....%	25	40	23	8	4	100	(3)
Being a good library for students ....%	24	38	26	9	3	100	(4)
Overall rating ....%	19	48	22	7	2	100	(4)
Having a good collection of materials that would interest me ....%	22	38	27	10	3	100	(6)
Being nearby and easy to get to ....%	24	28	33	12	3	100	(1)
Being easy to use in terms of procedures ....%	19	33	42	6	-	100	(5)
Being open during convenient hours ....%	12	33	36	13	5	100	(9)
Offering a variety of services besides lending books ....%	16	31	27	18	8	100	(15)

TABLE IV - 6

COLLEGE STUDENTS RATINGS OF LOCAL PUBLIC LIBRARY ON SELECTED RACTORS

ADJUSTED RATINGS:	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	TOTAL	NON-RESPONSE
Having a good selection of materials for children ....%	20	48	29	3	-	100	(35)
Being nearby and easy to get to ....%	28	33	31	7	1	100	(8)
Having a courteous and helpful staff .....%	24	42	26	5	3	100	(16)
Being easy to use in terms of procedures ...%	15	47	29	8	1	100	(17)
Having an attractive and comfortable building ....%	27	30	26	11	6	100	(12)
Having a wide selection of materials ....%	15	24	41	13	7	100	(17)
Offering a variety of services besides lending books ....%	13	30	34	15	8	100	(29)
Overall rating..........%	11	30	37	16	6	100	(14)
Being open during convenient hours ....%	14	29	27	22	8	100	(17)
Being a good library for children ....%	11	28	36	16	10	100	(17)
Having a good collection of materials that would interest me ....%	13	26	33	17	11	100	(17)

TABLE IV - 7

JUDGEMENTS ON ADEQUACY OF LOCAL PUBLIC LIBRARY

Q. In general, do you feel that this library is adequate for the community or that it needs improvements?

	-----------STUDENT STATUS----------		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
BASIC RESPONSES:			
Adequate	78	51	49
Needs improvement	17	33	27
Don't know	5	16	24
	100	100	100
ADJUSTED RESPONSES:			
Adequate	82	61	64
Needs improvement	18	39	36
	100	100	100

V USAGE AND POTENTIAL USAGE OF SELECTED PUBLIC LIBRARY SERVICES BY STUDENTS

Students were asked a series of questions on a number of specific services, some available at practically all public libraries, others at only a few, and still others which were rarely, if ever, available. The basic question was as follows:

> Q. Public libraries offer a number of different services in different areas. I would like to read you a list of services provided by some libraries and ask you whether or not these are available in your area. The first one is ________: Do you know if this service is available at your local library? (IF AVAILABLE:) Have you ever used this service at your local library?

Table V - 1 shows both secondary school and college students responses to this question of availability. Remember that the responses given here are a reflection of the individuals perceptions of availability, rather than the fact of whether or not the service is available. Those services listed in this table are relatively common public library services, but may vary in actual availability in local libraries as well as perceived availability.

In the first column of each set is the proportion who reported that the service was available at their local library, and that they had used it at some time. The second column gives the proportion who also believed the service to be available, but who had not used it. The third column is the total of the preceeding two, or the total proportion which believe the service is available.

As compared with the adult non-student population (which will be considered in greater depth in the third volume of this series) student usage and perceived availability of the listed services is generally higher. Over four-fifths of both types of students have used the local public library for borrowing books, and over two-thirds have used the reference section. More detailed reference work -- such as using bibliographies or back issues of magazines -- is more frequently reported by college students, where such usage is over three-fifths. Similar reference work at a public library is reported by about half of the secondary school students.

TABLE V - 1

STUDENTS PERCEPTION OF THE LOCAL AVAILABILITY OF RELATIVELY COMMON LIBRARY SERVICES, AND REPORTED USAGE

	SECONDARY SCHOOL STUDENTS			COLLEGE STUDENTS		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Lending books and other publications....	87	10	97	80	9	89
Reference section to look up particular facts	69	19	88	71	13	84
Back issues of magazines for reference	52	26	78	64	23	87
Lists of materials on a topic and bibliographies	47	29	76	62	21	83
Photocopying machines for public use	43	17	60	51	14	65
Phonograph records that can be borrowed..	30	31	61	28	36	64
Obtaining materials for you from other libraries	25	29	54	30	28	58
Bookmobiles that carry a selection of materials	31	32	63	21	35	56
Films, filmstrips and slides that can be borrowed	28	32	60	18	39	57
Newspapers from out of state	10	34	44	33	31	64
Microreproductions for reference	8	20	28	30	21	51

(CONTINUED NEXT PAGE)

TABLE V - 1 (continued)

	SECONDARY SCHOOL STUDENTS			COLLEGE STUDENTS		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Story hours for children	10	54	64	19	44	63
Tape recordings, cassettes or tape cartridges	12	32	44	14	25	39
Meeting rooms for groups	9	21	30	16	31	47
Special lectures or programs on fine arts or current events	8	22	30	15	31	46
Typewriters for public use	6	15	21	13	23	36
Picture collections for in-home lending ..	10	28	38	8	29	27
Music scores	6	22	28	11	34	45
Film projectors for loaning	6	19	25	7	31	38
Books in Braille and talking books	5	26	31	3	39	41
Lists of public speakers	3	17	20	2	27	29

Other local public library services used by at least a quarter of the students include photocopy machines, phonographic records for circulation, and obtaining inter-library loans. Usage of bookmobile services are more frequently mentioned by secondary school students, as is the case with film loans. Using out-of-state newspapers and microreproductions is more frequently reported by college students.

About one-tenth of the secondary school students have used story hour services, while almost twice that proportion of college students reported their use. (In this case and in other cases where the actual service is geared to ultimate use by children, the secondary school students possibly speak more from first-hand use, while college student parents may be referring to use by their children.)

Tape recordings and cassettes are reported as used about equally by both types of students, while use of meeting rooms, special programs and lectures, public typewriters and music scores are much more frequently mentioned by college students. Among students in general, the borrowing of film projectors, using lists of public speakers and books in Braille and talking books get much lower levels of usage.

Along with the testing of these relatively common services, a number of unconventional or rarely available services were included. Students were asked to rate the potential usefulness of these services, as well as the more common ones. The proportions of students who felt that these new types of services might be useful to them is indicated in Table V - 2.

For most of these new services tested, potential usefulness was reported by a majority of students. Over two-thirds of both types of students felt that public catalogues of library materials, the reference service over cable TV, mail order service or lending a variety of materials would be useful to them. High levels of interest were also expressed for the suggested closed circuit TV rooms and videotape facilities. Use of a channel of a cable TV station to explain library services was somewhat more appealing to college students, while around half felt having a wire service printer in the library would be useful.

Both circulation of toys and games and availability of tickertape were less frequently mentioned as possibly useful.

Table V - 3 presents this data on potential usefulness of new services, this time in terms of its relationship to the projected usefulness of commonly existing services. With a few exceptions, student interest in all of these public library

TABLE V - 2

POTENTIAL USEFULNESS OF SELECTED NEW TYPES OF PUBLIC LIBRARY SERVICES

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Catalogues of library materials of general interest put in a number of public places besides libraries or mailed to individuals so that it would not be necessary to go down to the library if you wanted to see if they had a particular book	76	76
A reference system using cable television so that you could call the library and they could show you a page, map, or whatever you asked about on your television screen	78	73
Mail order services so that you could order materials from a library catalogue and return them by mail, postage free	71	72
Lending a variety of materials for study, such as games, science demonstration, small animals, sculpture, or antiques	71	69
Television rooms in libraries for regular programming and with closed-circuit TV which could show special educational programs or movies	63	73
Videotape facilities.	59	58
Libraries using a channel of a cable TV system to talk about new books and services they offer	47	64
A wire service printer, like a newspaper, television, or radio station that would be available to the public so that you would get news as fast as possible	53	47
Toys and games for circulation	27	31
Having a tickertape for instant stock market information in the library and available to the public	24	32

TABLE V - 3

POTENTIAL USEFULNESS TO STUDENTS OF SELECTED LIBRARY SERVICES, IF AVAILABLE LOCALLY

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Lending books and other publications	97	97
A reference section to look up particular facts	92	96
Back issues of magazines for reference	87	92
A list of materials on a topic and bibliographies	81	92
Obtaining materials for you from other libraries	80	89
Photocoping machines for public use	78	90
Phonographic records that can be borrowed	76	77
Catalogues of library materials in public places	76	76
Reference service using cable TV	78	73
Tape recordings, cassettes or cartridges	76	73
Films, filmstrips and slides that can be borrowed	76	72
Newspapers from out of state	65	79
Mail order services	71	72
Lending of a variety of materials for study	71	69
TV rooms in libraries	63	73
Bookmobiles that carry a selection of materials	68	66
Microreproductions	51	78
Special programs or lectures	51	74
Film projectors for loan	58	62
Typewriters for public use	61	58
Videotape facilities	59	58
Channel of cable TV to tell about library services	47	64
Meeting rooms for groups	52	58
Wire service printer	53	47
Lists of public speakers	40	50
Music scores	44	46
Story hours for children	35	48
Picture collections for in-home lending	41	39
Toys and games for circulation	27	31
Tickertape	24	32
Books in Braille and talking books	26	24

programs exceeds that of the general adult non-student population. (The exceptions include such child-rearing related services as story hours or the loaning of toys and games.)

The largest differences between college and secondary school students perceptions of the usefulness of services was in the area of microreproductions, special cultural programs or public lectures, and using cable TV to describe library services. College students were also more interested in bibliographies, inter-library loans, usage of photocopy facilities, out-of-state newspapers, and closed circuit TV rooms. At a lower overall interest level, college students were more likely to see lists of public speakers or story hours as useful.

A good deal of the higher interest in these library services is at least partially due to the greater familiarity and experiences of students, especially college students, with libraries in general and with a wider range of service usage.

VI STUDENT ATTITUDES TOWARD LIBRARIES AND THEIR PURPOSES

A series of questions were also presented to the students in the sample concerning attitudes towards libraries in general, including all types. For most secondary school students, attitudes would be based on the libraries which they currently use or have used in the past -- the secondary school and public libraries. College students, likewise, base their responses on college and public libraries, with some reference to their past usage of secondary school libraries.

A. Attitudes Toward Libraries in General

Tables VI - 1 and VI - 2 present the responses of secondary school students and college students to positive and negative statements about libraries in terms of agreement or disagreement with each one.

As was the case in the statewide sample, Table VI - 1 shows agreement with any of these positive statements as high. However, students do express more disagreement than the non-student sample. There is little disagreement that libraries offer an opportunity for self-improvement, and that libraries do a good job of supplying materials for students and children (although in this latter case, agreement is not nearly as strong).

About one-tenth of the secondary school students disagreed with the statement that most people do not take full advantage of services provided by their libraries. Additionally, about one in ten of the college and secondary school students felt library personnel were generally less than helpful.

Agreement with the positive attitudes concerning libraries is generally higher among college students than their younger counterparts. Likewise, agreement with the negative statements shown in Table VI - 2, which constitutes a criticism of libraries, is lower among college students.

In Table VI - 2, the feeling that libraries are more concerned about books than people is characteristic of over one-third of the high school students, and about a quarter of the college students. The feeling that libraries cater to a few particular types of people is more common among secondary school students.

TABLE VI - 1

STUDENTS GENERAL ATTITUDES TOWARD LIBRARIES: POSITIVE PROJECTED STATEMENTS

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
If a person knew how to use the library, he could definately improve himself						
(S.S.STU.) %	40	53	4	-	3	100
(COL.STU.) %	58	36	4	-	2	100
Most people don't take advantage of all the services that libraries could provide for them ..						
(S.S.STU.) %	29	59	9	1	2	100
(COL.STU.) %	53	46	1	-	-	100
Libraries usually do a good job of supplying materials for children and students						
(S.S.STU.) %	25	71	3	1	*	100
(COL.STU.) %	29	68	2	1	-	100
People who work in libraries are usually very willing to help you........						
(S.S.STU.) %	26	63	10	-	1	100
(COL.STU.) %	32	60	8	-	-	100

*LESS THAN .5%

TABLE VI - 2

STUDENTS GENERAL ATTITUDES TOWARD LIBRARIES: NEGATIVE PROJECTED STATEMENTS

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
Libraries are usually more concerned about books than about people						
(S.S.STU.)%	6	30	44	13	7	100
(COL.STU.)%	3	21	53	16	7	100
Libraries seem to cater to a few particular types of people						
(S.S.STU.)%	3	24	43	24	6	100
(COL.STU.)%	4	14	57	21	4	100
You can usually get a better selection of books at a book store rather than a library						
(S.S.STU.)%	6	16	42	31	5	100
(COL.STU.)%	-	11	47	38	4	100
Libraries are too old-fashioned and formal						
(S.S.STU.)%	4	10	54	31	1	100
(COL.STU.)%	2	13	60	24	1	100
Being in a library makes me uncomfortable						
(S.S.STU.)%	3	15	46	35	1	100
(COL.STU.)%	1	11	40	48	-	100
Libraries don't have much of interest for the average person ...						
(S.S.STU.)%	1	13	49	34	3	100
(COL.STU.)%	1	7	48	41	3	100

Criticism of selection is also slightly higher for secondary school students, but the feeling that libraries are too old-fashioned and formal is agreed to by about one in seven students of both types. Just under one-fifth of the secondary students and one-eighth of the college students said they felt uncomfortable about being in a library. Secondary school students were also more likely to feel that libraries had little to offer the average person.

While the responses to these questions show basically positive attitudes towards libraries among Colorado students, it should be noted that students, perhaps through their greater degree of usage, involvement, and interest, are generally more criitical in their attitudes than the adult non-students in the state. Of the two groups, secondary school students attitudes are more critical of the general concept.

B. Purposes of Libraries

A series of library purposes was presented to students for their reactions, and the results are presented in Table VI - 3. As with the statewide sample, Colorado students expressed a high degree of agreement. Helping people find answers to questions, contributing to general well-being, and helping the isolated and underpriviledged, enjoyed the highest levels of agreement. In each of these, the college students expresses stronger agreement, while secondary school students were more prone to generally agreeing.

College students continued their high agreement with these selected library purposes for two additional concepts -- the stimulation of creative thinking and the opportunity for life-long personal development. It was with these two statements that secondary school students felt notably less intense agreement. The two latter purposes -- providing re-training and improving decisions -- drew lower levels of agreement from both types of students, as was the case with the statewide population.

C. Particular Library Issues

Two direct quesions were also asked, regarding specific issues of concern to libraries -- the consolidation of school and public library in small communities and the charging of user fees. Data from these questions are presented in Tables VI - 4 and VI - 5.

TABLE VI - 3

STUDENT AGREEMENT WITH PROJECTED LIBRARY PURPOSES

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
Help people find answers to questions						
(S.S.STU.) %	49	47	4	-	-	100
(COL.STU.) %	59	38	1	1	1	100
Contribute to the pleasure and general well-beings of the people						
(S.S.STU.) %	40	52	3	2	3	100
(COL.STU.) %	59	38	2	-	1	100
Help people now largely isolated and excluded by their lack in education and training						
(S.S.STU.) %	47	45	4	*	4	100
(COL.STU.) %	51	44	2	1	2	100
Open new avenues of intellectual experience and stimulate creative thinking ...						
(S.S.STU.) %	29	61	5	1	4	100
(COL.STU.) %	60	35	3	1	1	100
Provide opportunities for continuous, life-long self-education and personal development ..						
(S.S.STU.) %	30	58	8	2	2	100
(COL.STU.) %	57	35	5	-	3	100
Provide information for retraining individuals						
(S.S.STU.) %	27	60	8	-	5	100
(COL.STU.) %	30	57	8	1	4	100
Improve the basis for public and private decisions						
(S.S.STU.) %	21	59	11	3	6	100
(COL.STU.) %	35	46	9	2	8	100

*LESS THAN .5%

TABLE VI - 4

OPINIONS ON IDEA OF COMBINING PUBLIC SCHOOL LIBRARY AND PUBLIC LIBRARY

In some areas of Colorado, which are served by only one small public library, the public library could be combined with the public school library so that all materials would be available to both students and adults in the community. Do you feel that this would be a good idea or not?

	SECONDARY SCHOOL STUDENT (%)	COLLEGE STUDENT (%)	ADULT NON-STUDENT (%)
FAVOR (good idea)	83	80	73
OPPOSE (not good idea)	13	17	21
NO OPINION	4	3	6
	100	100	100

TABLE VI - 5

OPINIONS OF USER FEES FOR PUBLIC LIBRARIES

At present, almost all library funds come from federal, state and local governments - that is, from taxes. Library services are provided to the public free of charge.

In your opinion, should libraries continue to provide their services without charge and be supported by taxes or should they charge small fees to the people who use library services and require less tax money?

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENTS (%)
SHOULD CONTINUE FREE	81	89	77
SHOULD CHARGE USERS	12	9	17
NO OPINION	7	2	6
	100	100	100

On the question of combining public and school libraries, the combination was supported by more than six to one among secondary school students, and just under five to one among college students. The opinion that libraries should continue to offer services without charge was characteristic of college students by almost ten to one, and of secondary school students by almost seven to one.

Both issues presented here were in general form, and require further refinement in cases of individual decisions. For instance, in different communities the issue might take on different aspects if a combination of public and school libraries were suggested. Likewise, if user fees were to be limited to a few particular services (rather than as a general rule) the idea might meet with more acceptance. In the general case, however, public opinion favors such combinations of resources and opposes user fees.

D. Summary of Student Library Images

Drawing from the above attitudinal data -- as well as data concerning perception and usage of available library services, usage of libraries, and ratings of both school and public libraries -- this sub-section will attempt to summarize the general findings with regard to the images that students have regarding libraries.

As is the case with the general population, student attitudes towards libraries, at least in the ideal, are highly favorable. However, perhaps due to greater usage, involvement and interest, students are more likely to criticize the impersonality or limitations of these facilities. Secondary school students are somewhat more prone to be critical of libraries, and notably less idealistic in the purposes which they feel libraries can or should fulfill.

Both college and secondary school students are generally more aware of library services, make more use of available library services, and feel more prone to use proposed new services than do non-students.

In their evaluations of their school libraries, secondary school students are relatively more critical than they are with public libraries. They seem to feel least favorable toward the staff of their school libraries and, to a lesser degree, toward the collection. The public library serves in a number of cases as a satisfactory backup or alternative to a secondary school library.

College students, however, seem relatively satisfied with their school libraries and see the public library as lacking the breadth or depth of collection to which they may have become accustomed in college libraries. To these students, the public library serves more as a convenience.

The more negative attitudes toward libraries in general expressed by secondary school students may be the results of their experiences with secondary school libraries, while college student idealism and more favorable attitudes may reflect their current usage of college libraries.

Since these data are not longitudinal, and do not follow the same individuals over time, there is no direct basis for assuming that a change in attitudes takes place when a secondary school student becomes a college student and begins to use a college library. However, it has been noted in the previous volume that non-student users of public libraries typically have some college background.

As a tentative hypothesis, it might be proposed that satisfaction with student library facilities is more conducive to later non-student usage of public libraries. In cases where the individual has used college facilities -- and been generally satisfied with the results -- he may be more likely to use the public library later in life.

There also exists the factor of competence. Most college students would, presumably, have had experience in the use of secondary school libraries in addition to college and public library usage. They may be more knowledgeable in general library procedures and techniques, to the point of finding it desirable to have a library where they can "help themselves." This greater experience could explain the greater tendency of college students to use a library to satisfy their information needs, and their more favorable attitudes and more optimistic outlook. The lower level of library skills among secondary school students may result in more frustration and lower regard for what libraries are or can be.

VII AN ASSESSMENT OF THE INFORMATION NEEDS OF COLORADO STUDENTS

As described in the general summary, the initial portion of the survey -- completed prior to revealing sponsorship -- dealt with the types of information the individual felt they might need or want. "Information" was defined to respondents as follows:

> "Information" includes all the facts or ideas that you need at different times for your work, your hobbies, your home life, your entertainment, or any other part of your life. We want to include in the term "information" not just facts you need, but also things that are interesting or entertaining to you. For the purposes of this study, information means all types of facts whether recorded on films, in books, in pictures, on phonographic records or tapes, or available by word of mouth from someone who may know.

This definition departs from and enlarges the common concept in two ways. People generally think of "information" as connoting some utilitarian value, and also as being in factual form. As such, information is "needed", and can be useful. The current definition enlarges the concept to include purely pleasurable "information", such as fiction, music and things of an artistic or pleasurable nature.

Such an expansion of the definition was necessary in recognition of the fact that the same specific source, for example, a philosophy text, may be of utilitarian value to a student with a term paper to complete, or entertaining or stimulating to another person who may or may not derive some direct use from the concepts contained within.

Information, as used in this study, also is not limited to print media, or even to visual media as in the common definition. Information could be derived from film, videotape, audiorecordings, graphics, or even word of mouth.

Thus, this concept of information includes all types of stimulation in visual or auditory form, provided the stimuli are wanted -- either for some utilitarian value or for enjoyment. Under this definition, the individual's viewpoint decides what is information and what is not. A siren in the streets is not necessarily information to someone sitting inside his home.

He may know its meaning, but consider it an annoyance. To a driver out on the street, however, it is information upon which he should take prescribed action.

Faced with the almost infinite number of possible types of information under this broader definition, certain types were then selected as being possibly relevant to libraries. Ultimately, 73 "types of information" were selected for the survey, including information on personal topics such as raising children or legal information, to entertaining information such as movies and best-sellers, to abstract topics of interest such as ecology or philosophy. In the selection of these topics, an attempt was made to cover the individual in many different aspects of his life -- business, education, home life, job -- but the impossibility of including each possible type of information becomes apparent. The types of information used here are only a representation of the myriad of types which a library could conceivably provide. Some are very specific while others are general. Within each topic numerous subdivisions could be made. These data cannot, in most cases, serve to suggest the stocking of a library in order to meet the public's needs for information. They do, however, give some relative perspective to the topics of interest, and perhaps more importantly, the extent to which a library could be expected to provide the type of information.

For purposes of testing, respondents were handed sets of the types of information grouped under a common heading. The headings, in their order or presentation, were as follows:

- Personal/Family
- Business and Law
- How-To-Do-It
- Current Happenings
- Best-selling Books
- Entertainment/Enjoyment
- Job Related Information
- Your Local Community
- Education
- Foreign Languages
- Topics of General Interest

These were presented to respondents in card form, and the following question was asked:

> Q. Different people want or need different types of information. Would you please look at this card and tell me, for each category of information listed here, whether you will probably want or need information on these topics or not.

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It should be noted that this question was the initial question of the survey. Furthermore, no mention of libraries had been made prior to this question, in an attempt to avoid having respondents think only in terms of libraries as sources of information.

When the respondent had indicated needing or wanting each listed type, he was further questioned. The secondary question, with its introduction, was:

INTRODUCTION

This study is being conducted by the libraries of Colorado to help them in their planning of future services to the people of the state. Some people regularly use libraries for a number of different kinds of information, and other people use other sources.

Q. I'd like to go back over the categories in which you say you may need or want certain types of information. The first one is (READ FIRST). If you needed or wanted information of this type, do you think that you would use a library for any of this type of information or that you would probably get all the information you would need from some other source?

In this way the attempt was made to ascertain whether a library might be used for any information of the type mentioned as needed or wanted. Table VII - 1 shows the results of these questions.

The two columns to the left concern secondary school students while the two on the right are comparable figures among college students. The first figure indicates the total proportion who felt the particular type of information would be needed or wanted. To the right is the proportion that both felt information of this type would be needed or wanted, and also said that their need might be satisfied, at least partially, at the library.

The table is arranged in rough rank ordering. Categories and sub-categories are arranged on an equal-weighted average for both types of students by the proportion expressing interest in the categories -- the proportion who felt such information would be needed or wanted by them.

TABLE VII - 1

CATEGORIES OF INFORMATION NEEDED OR WANTED, AND POTENTIAL LIBRARY USAGE

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
BEST-SELLING BOOKS:				
Non-fiction	55	52	68	57
Fiction	59	57	62	51
CURRENT HAPPENINGS:				
Available movies & plays	65	6	85	7
News & current events	61	19	80	29
Upcoming special TV programs	60	3	54	2
Weather conditions & forecasts	47	4	62	6
Lectures on current events on the arts	26	13	66	26
EDUCATION:				
Available schools & courses	64	22	75	45
General reference materials for study	60	53	69	69
Home study courses on a topic of interest	36	24	34	23
ENTERTAINMENT/ENJOYMENT:				
Music for enjoyment	66	16	77	18
Recent movies to watch	62	4	63	5
Non-fiction books	56	53	69	64
Fiction books	55	51	65	59
Special TV programs	59	4	60	5
Movie classics to watch	45	10	57	8
Graphic arts	40	29	58	38
Entertainment for children	37	15	44	31
Music scores to play	22	6	36	14

(CONTINUED NEXT PAGE)

TABLE VII - 1 (continued)

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
TOPICS OF GENERAL INTEREST:				
Ecology	59	37	77	60
The arts	53	38	77	68
Education	57	38	66	60
Literature	49	44	72	70
Science	60	49	58	54
History	51	47	52	52
Psychology	36	31	67	60
Information & communication	48	35	55	49
Philosophy	37	18	66	33
Social sciences	43	37	57	53
Religion	43	19	53	44
Mathematics	60	34	36	31
Technology & society	39	30	50	43
Languages	46	40	38	37
Technology	34	26	41	36
Agriculture	35	24	30	24
YOUR LOCAL COMMUNITY:				
Locating products/services in the area	42	13	60	18
Services of city/county/state	43	21	59	33
Names of local experts	36	19	52	29
Local history	39	35	44	41
JOB RELATED INFORMATION:				
Special jobs/careers	66	37	55	41
Employment procedures	65	25	46	20
Available local training	50	17	39	13
Home training courses	26	13	17	5

(CONTINUED NEXT PAGE)

TABLE VII - 1 (continued)

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
HOW-TO-DO-IT:				
Automobile repairs	67	33	54	18
Crafts	57	42	54	44
Repairs around the house	50	27	45	26
Games & sports	55	30	39	24
Photography	45	33	47	40
Cooking	40	18	51	22
Raising animals & pets	45	36	32	24
Gardening	33	25	43	29
Driving an automobile	54	10	20	9
Basic construction/ building skills	38	24	31	16
Furniture construction	26	15	28	19
BUSINESS & LAW:				
Consumer information on products	51	27	61	42
Taxes	52	21	60	20
Personal legal information	42	14	56	19
Local ordinances	36	17	46	19
Social security	44	14	37	9
Investing money	28	14	48	18
Stock market reports	17	6	15	6
PERSONAL/FAMILY:				
General self-improvement	56	31	62	34
Medical & health care	40	22	57	28
Nutrition	35	24	56	39
Children's education and schools	34	20	52	32
Home money management	33	14	41	16
Raising children	25	11	41	28
Indoor games	33	15	20	12
Family counseling	22	3	25	13
Geneology	20	13	26	20
FOREIGN LANGUAGES:				
Material in languages other than English	42	34	30	26
Home study of a foreign language	36	26	32	21
Translation service	27	17	23	14

By way of example, the average interest taken in the first category, by both secondary and college students, is the highest average of all the categories. The higher average of the two sub-categories was for non-fiction best sellers -- although by barely a percentage.

Among college students, interest in both sub-categories was higher than for secondary school students. The college students questioned were slightly more likely to express interest in non-fiction (68%) than non-fiction (62%), while the opposite was true for high school students, of whom 59% felt they may need or want best-selling fiction and 55% wanted non-fiction.

In terms of using a library for this type of information, a majority of both types of students would do so. Among secondary school students, for example, 55% felt they would need or want best-selling non-fiction, and 52% said they would probably seek to satisfy part of this need at a library. Thus, the proportion needing or wanting the information, divided into the proportion who would need and use the library, is about 95%. This latter percentage, an implied proportion, will be referred to as "tendency to use the library for the type of information."

Thus, these data can be viewed in a number of different ways. First, they indicate the relative need or desire for the generic type of information. They also indicate the proportion of people who feel that they might use a library for information of the type. A third variable, the tendency to use a library for the type of information, can be inferred from the relationship between the total proportion who may seek the type of information (first column) and the proportion who may seek part of it at a library (second column).

From an overview of these data, a few general comments can be made. Students, whether college or secondary school, are more likely to express interest in most of the sub-categories presented. To that extent, they appear more oriented to seeking information than the non-student adults. The proportion that expressed interest and would use a library (second column) is, predictably, also much higher among students. As we have noticed in Section I, students are heavier users of libraries in general.

In "tendency to use a library for a particular type of information", students are also higher than non-students, but by a closer margin. Although fewer non-student adults seek information of the types contained in this survey, the proportion of those who do, who would seek it at a library is only slightly lower than the comparable proportion for students. The major difference between students and non-students becomes a matter of lower levels of interest in information.

Between college students and secondary school students, college students are slightly higher in overall interest, library usage, and tendency to use a library for particular needs.

Table VII - 2 uses the same proportions as appear in Table VII - 1, initial columns, and rank orders these percentages by proportion expressing interest in each sub-category, regardless of the major category in which each appeared. The generally higher proportion of college students expressing interest is apparent from these data.

Also, differences in areas of interest appear. Notice that automobile repairs was mentioned as being of interest to the highest proportion of secondary school students, while for college students this topic fell more in the middle of the rank ordering. Topics dealing with TV and employment were also of greater relative interest to secondary school students.

For college students, non-fiction ranked relatively high, as did such topics as psychology, philosophy, and announcements of upcoming lectures, while fewer secondary school students felt a need for this type of information. For both college and secondary school students, the topics of music, entertainment announcements and movies were in the highest group, along with news/current events and general reference materials.

Another series of rank orderings, appearing in Table VII - 3, relates to the tendency of these who express interest in a topic to seek such information in a library. The proportions that appear are calculated by dividing the proportion expressing interest in the topic into the proportion who said they would use a library for part of this information need.

For secondary school students, the general topic of books -- as well as history, reference materials and some topics of general interest -- elicits a high tendency to "think library." College students are somewhat less likely to turn to a library for best-sellers, presumably due to their stated willingness to purchase books.

The ranking here could be thought of along the lines of what students expect to find in libraries. It is interesting to note that some topics of common highest interest to both types of students are much less frequently thought of as being provided by a library. These include music, news and current events, movies and entertainment news. For secondary school students, televised information and information on upcoming TV shows is an area of great interest for which few consider libraries as appropriate sources.

TABLE VII - 2

RANK ORDERINGS OF PROPORTION OF STUDENTS EXPRESSING INTEREST IN SUB-CATEGORIES

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
EXPRESSING INTEREST %	SUB-CATEGORY	EXPRESSING INTEREST %	SUB-CATEGORY
HIGHEST RELATIVE INTEREST:		HIGHEST RELATIVE INTEREST:	
67	Automobile repairs	85	Available movies & plays
66	Music for enjoyment	80	News & current events
66	Special jobs, careers	77	Music for enjoyment
65	Available movies & plays	77	Ecology
65	Employment procedures	77	The arts
64	Available schools and courses	75	Available schools and courses
62	Recent movies to watch	72	Literature
61	News & current events	69	General reference materials for study
60	Upcoming special TV programs	69	Non-fiction books
60	General reference materials for study	68	Non-fiction best sellers
60	Science	67	Psychology
60	Mathematics	66	Lectures on current events and the arts
59	Fiction best sellers	66	Education
59	Special TV programs	66	Philosophy
59	Ecology	65	Fiction books
		63	Recent movies to watch
HIGHER RELATIVE INTEREST:		HIGHER RELATIVE INTEREST:	
57	Education	62	Fiction best sellers
57	Crafts	62	Weather conditions and forecasts
56	Non-fiction books	62	General self-improvement
56	General self-improvement	61	Consumer information on products
55	Non-fiction	60	Special TV programs
55	Fiction best sellers	60	Locating products and services
55	Games and sports	60	Taxes
54	Driving an automobile	59	Services of the city/county/state
53	The arts	58	Graphic arts
52	Taxes		
51	History		
51	Consumer information on products		

(CONTINUED NEXT PAGE)

TABLE VII - 2 (continued)

SECONDARY SCHOOL STUDENTS

%	SUB-CATEGORY
HIGHER RELATIVE INTEREST (cont.)	
50	Available local training
50	Repairs around the house
49	Literature
MODERATE RELATIVE INTEREST:	
48	Information & communication
47	Weather conditions and forecasts
46	Language
45	Movie classics to watch
45	Photography
45	Raising animals & pets
44	Social security
43	Social sciences
43	Religion
43	Services of city/county/state
42	Locating products and services
42	Personal legal information
42	Materials in language other than English
40	Graphic arts
40	Cooking
40	Medical & health care
LOWER RELATIVE INTEREST:	
39	Technology & society
39	Local history
38	Basic construction/building skills
37	Entertainment for children
37	Philosophy
36	Home study courses on topic of interest
36	Psychology

COLLEGE STUDENTS

%	SUB-CATEGORY
HIGHER RELATIVE INTEREST (cont.)	
58	Science
57	Movie classics to watch
57	Social sciences
57	Medical & health care
56	Personal legal information
56	Nutrition
MODERATE RELATIVE INTEREST:	
55	Information & communication
55	Special jobs, careers
54	Upcoming special TV programs
54	Automobile repairs
54	Crafts
53	Religion
52	History
52	Names of local experts
52	Childrens education and schools
51	Cooking
50	Technology & society
48	Investing money
47	Photography
46	Employment procedures
46	Local ordinances
LOWER RELATIVE INTEREST:	
45	Repairs around the house
44	Entertainment for children
44	Local history
43	Gardening
41	Technology
41	Home money management
41	Raising children
39	Available local training
39	Games & sports

(CONTINUED NEXT PAGE)

TABLE VII - 2 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
%	SUB-CATEGORY	%	SUB-CATEGORY
LOWER RELATIVE INTEREST (cont.)		LOWER RELATIVE INTEREST (cont.)	
36	Names of local experts	38	Languages
36	Local ordinances	37	Social security
36	Home study of a foreign language	36	Music scores to play
35	Agriculture	36	Mathematics
35	Nutrition	34	Home study courses on a topic of interest
34	Technology	32	Raising animals & pets
34	Childrens education and schools	32	Home study of a foreign language
33	Gardening		
33	Home money management		
33	Indoor games		
LOWEST RELATIVE INTEREST:		LOWEST RELATIVE INTEREST:	
28	Investing money	31	Basic construction/ building skills
27	Translation service	30	Agriculture
26	Lectures on current events & the arts	30	Materials in language other than English
26	Home training courses	28	Furniture construction
26	Furniture construction	26	Geneology
25	Raising children	25	Family counseling
22	Music scores to play	23	Translation service
22	Family counseling	20	Driving an automobile
20	Geneology	20	Indoor games
17	Stock market reports	17	Home training courses
		15	Stock market reports

TABLE VII - 3

RANK ORDERINGS OF SUB-CATEGORIES BY TENDENCY TO USE LIBRARY FOR PART OF INFORMATION NEEDS (PROPORTIONS OF THOSE WHO EXPRESS INTEREST WHO WOULD SEEK INFORMATION AT A LIBRARY)

SECONDARY SCHOOL STUDENTS

TENDENCY TO USE LIBRARY (%)	SUB-CATEGORY
HIGHEST RELATIVE TENDENCY:	
97	Best selling fiction
95	Best selling non-fiction
95	Non-fiction books
93	Fiction books
92	History
90	Local history
90	Literature
88	General reference material
87	Languages
86	Psychology
86	Social sciences
82	Science
81	Materials in language other than English
80	Raising animals & pets
HIGHER RELATIVE TENDENCY	
77	Technology & society
76	Technology
76	Gardening
74	Crafts
73	Photography
73	Information & communication
73	Graphic arts
72	Home study of foreign language
72	The arts
69	Nutrition
69	Agriculture
67	Education
67	Home study courses on topic of interest
65	Geneology
63	Basic construction/ building skills
63	Ecology
63	Translation service

COLLEGE STUDENTS

TENDENCY TO USE LIBRARY (%)	SUB-CATEGORY
HIGHEST RELATIVE TENDENCY:	
100	General reference material
100	History
97	Literature
97	Languages
93	Local History
93	Social sciences
93	Science
93	Non-fiction books
91	Fiction books
91	Education
90	Psychology
89	Information & communication
88	The arts
88	Technology
HIGHER RELATIVE INTEREST	
87	Materials in language other than English
86	Technology & society
86	Mathematics
85	Photography
84	Non-fiction best sellers
83	Religion
82	Fiction best sellers
81	Crafts
80	Agriculture
78	Ecology
77	Geneology
75	Raising animals & pets
75	Special jobs, careers
70	Nutrition
70	Entertainment for children

(CONTINUED NEXT PAGE)

TABLE VII - 3 (continued)

SECONDARY SCHOOL STUDENTS

MODERATE RELATIVE TENDENCY

59	Childrens Education/schools
58	Furniture construction
57	Mathematics
56	Special jobs, careers
55	Medical & health care
55	General self-improvement
55	Games & sports
54	Repairs around the house
53	Consumer information on products
53	Names of local experts
50	Lectures on current events & fine arts
50	Investing money
50	Home training courses
49	Philosophy
49	Services of city/county/state
49	Auto repairs

LOWER RELATIVE TENDENCY

47	Local ordinances
45	Indoor games
45	Cooking
44	Raising children
44	Religion
42	Home money management
41	Entertainment for children
40	Taxes
38	Employment procedures
35	Stock market reports
34	Available schools & courses
33	Personal legal information
32	Social security
31	News & current events
31	Locating products & services

COLLEGE STUDENTS

MODERATE RELATIVE TENDENCY

69	Consumer information
68	Furniture construction
68	Raising children
68	Home study courses on topic of interest
67	Gardening
66	Home study of foreign language
66	Graphic arts
62	Childrens education/schools
62	Games & sports
61	Translation service
60	Indoor games
60	Available schools & courses
58	Repairs around the house
56	Services of city/county/state
56	Names of local experts
55	General self-improvement

LOWER RELATIVE TENDENCY

52	Basic construction/ building skills
52	Family counseling
50	Philosophy
49	Medical & health care
45	Driving an automobile
43	Employment procedures
43	Cooking
41	Local ordinances
40	Stock market reports
39	Home money management
39	Lectures on current events and fine arts
39	Music scores to play
38	Investing money
36	News & current events
34	Personal legal information
33	Taxes
33	Automobile repairs
33	Available local training

(CONTINUED NEXT PAGE)

TABLE VII - 3 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
LOWEST RELATIVE TENDENCY		LOWEST RELATIVE TENDENCY	
27	Music scores to play	30	Locating products & services
24	Music for enjoyment	29	Home training courses
22	Movie classics to watch	24	Social security
19	Driving an automobile	23	Music for enjoyment
14	Family counseling	14	Movie classics to watch
09	Weather conditions & forecasts	10	Weather conditions & forecasts
09	Available movies & plays	08	Available movies & plays
07	Special TV programs	08	Recent movies to watch
06	Recent movies to watch	08	Special TV programs
05	Upcoming TV specials	04	Upcoming TV specials

The results underscore a previous impression, that libraries are commonly conceived as primarily devoted to print media, rather than offering a variety of media.

The results of two additional questions are reported in the final two tables. Table VII - 4 deals with foreign languages in which students claim some capability and feel they would enjoy reading. For secondary school students, this is most often Spanish, while college students are almost equally interested in Spanish and French.

The final table also provides some insight into media habits, and perhaps explains relative interest in such topics as television. The most frequently mentioned media, on an equal-weighted average, was radio, particularly among college students. For secondary school students, TV was more frequently mentioned than radio as a daily habit.

For the four remaining media -- newspapers, recordings, magazines or books -- all were more frequently attended by college students. Note that among college students newspapers are more often a daily habit than recordings. The reverse is true for secondary school students, where the broadcast and recording medias are primary.

TABLE VII - 4

LANGUAGES OTHER THAN ENGLISH IN WHICH STUDENTS WOULD ENJOY READING

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Spanish	8	6
French	3	7
German	3	2
Russian	-	2
Italian	1	-
Other European	1	-
All Other	*	1
None, other than English	84	82
	100	100

* LESS THAN .5%

TABLE VII - 5

STUDENTS FREQUENCY OF SELECTED MEDIA ACTIVITY BY STUDENT STATUS

HOW OFTEN DO YOU:	EVERY DAY	ALMOST EVERYDAY	EVERY OTHER DAY	ONCE OR TWICE A WEEK	LESS THAN WEEKLY	TOTAL
Listen to radio						
(S.S.STU.) %	72	13	5	5	5	100
(COL.STU.) %	87	7	2	3	1	100
Watch television?						
(S.S.STU.) %	81	8	4	3	4	100
(COL.STU.) %	53	13	8	16	10	100
Read a newspaper?						
(S.S.STU.) %	43	19	11	18	9	100
(COL.STU.) %	74	10	7	6	3	100
Listen to a recording?						
(S.S.STU.) %	52	16	11	14	7	100
(COL.STU.) %	68	11	3	10	8	100
Read a magazine or periodical?						
(S.S.STU.) %	11	10	15	39	25	100
(COL.STU.) %	18	9	18	41	14	100
Read a book?						
(S.S.STU.) %	17	9	8	22	44	100
(COL.STU.) %	31	14	12	13	30	100

A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

Volume Four

GEOGRAPHIC SUMMARY

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A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

VOLUME FOUR

GEOGRAPHIC SUMMARY

Prepared For:

COLORADO STATE LIBRARY

Colorado Market Research Services, Inc.
2149 South Grape Street
Denver, Colorado 80222

This survey was designed, administered and reported by Colorado Market Research Services, Inc. Any interpretations of data are solely those of Colorado Market Research Services, Inc.

This survey was made possible by funding under Library Services and Construction Act, Title I.

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INTRODUCTION TO THE PROJECT

The following report, the fourth volume of a five-part series, is based on a survey designed to reflect the opinions and attitudes of the people of Colorado with regard to the libraries in the state. The overall objective of the survey was to aid the Advisory Committee of the Colorado Council for Library Development in their revision of the Colorado Plan for Library Development by providing the opinions, attitudes, and reported behavior of the citizens of the state concerning information needs and libraries. Of particular interest were the following general topics:

* The information needs of the people of Colorado

* Usage and non-usage of library services in the state

* Availability and evaluations of public libraries and particular library services, either currently existing or proposed

* General attitudes toward libraries and the purposes the people of Colorado feel libraries should have

Personally interviewed during the course of the study was a base sample of 804 Coloradans across the state, supplemented by 102 additional interviews in the area of the Western Slope regional systems and an additional 100 interviews with secondary school and college students in the state. These supplements to the base sample were conducted in order to provide larger sub-samples of students and the general population in the Western Slope areas, where a pure probability sample would yield too few respondents for reasonable analysis. Supplemental interviews are used only in the analysis of these sub-groups and are not included in the statewide totals, due to the bias that would occur.

In total, 1006 personal interviews were conducted with a cross-section of the state's population according to an area probability sample. These interviews were conducted between July 12th and August 22nd, 1973. Technical details of the sampling, questionnaire, tabulation and written reports appear in the Technical Appendix, under separate cover.

INTRODUCTION TO THE GEOGRAPHIC SUMMARY

This volume is prepared to examine the responses of the general population -- including both students and non-students -- to the survey, with particular emphasis on differences within the state of Colorado among the regional library systems. Other specialized reports examine the state as a whole, the college and secondary students and the adult non-students of the state.

The initial section of this report deals with usage of the state's libraries by Coloradans, including libraries of all types -- public, secondary school, college and university, and private or special libraries. It attempts to answer the questions concerning who uses what types of libraries and how they are used, as well as who does not use these libraries.

The second section concerns citizens' evaluations and perceptions of the nearest library which serves them. The section that follows is concerned with use or potential usefulness of various public library services.

General attitudes toward libraries -- likes, dislikes, and opinions on particular issues of interest -- are discussed in the fourth section. The final section reports the findings with regard to the types of information which Coloradans feel are useful or desirable to have available as well as usage of a library for any of their information needs on a particular topic.

Tables presented in this volume will show the responses of the public on a statewide basis -- and the reader should keep in mind the population distribution in the state, upon which these statewide figures are based. Table INTRO - 1 shows the distribution of the state's population among the current regional systems of the State Library. A majority of the state's population resides in the Central System, including mainly the Denver-Boulder metropolitan area and the few less-populated surrounding counties. Other sizable population percentages exist in the Plains and Peaks System (including the Colorado Springs metropolitan area), the Arkansas Valley System (including Pueblo and numerous southeastern counties) and the High Plains System (with Fort Collins, Greeley, and a broad area of northeastern Colorado).

The Western Slope Systems -- Three Rivers in the northwest, Pathfinder in the central west and southwest -- together represent a population approximately equal to any one of the eastern systems with the exception of Central. Since each of these systems would yield so few interviews in a basic area probability sample, additional interviews were obtained for use in these regional analyses.

Along with the statewide data, comparable figures are presented in this report for the Central, Plains and Peaks, Arkansas Valley and High Plains regional systems. In the case of the three western slope systems -- Three Rivers, Pathfinder and Southwest -- results have been combined into a single figure for the region, which include the supplementary interviews conducted in the region for greater accuracy.

Table INTRO - 2 shows the demographics of the area samples on which this report is based -- including sex, income, occupation of household head, racial and ethnic groups, age and educational background. Some variations naturally exist from region to region in terms of income, occupation, ethnic groups, and even age and education. These figures are not intended to represent socio-economic differences throughout the state, which could be better achieved through analyses of census data. Rather, these are shown to better describe the area samples so that minor biases due to chance can be taken into account.

TABLE INTRO - 1

POPULATION AND SURVEY SAMPLING OF THE REGIONAL LIBRARY SYSTEMS DESIGNATED BY THE COLORADO STATE LIBRARY

REGIONAL SYSTEM	COLORADO POPULATION (% 1970)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	GEOGRAPHIC OVERWEIGHT	TOTAL INTERVIEWS OBTAINED
Central	56.3	452	56.2	-	452
Plains & Peaks	11.3	89	11.1	-	89
Arkansas Valley	10.4	85	10.6	-	85
High Plains	11.2	90	11.2	-	90
Three Rivers	2.9	25	3.1	36	61
Pathfinder	4.5	34	4.2	31	65
Southwest	3.4	29	3.6	35	64
	100.0	804	100.0	102	906

TABLE INTRO - 2

DEMOGRAPHIC PROFILE OF THE STATEWIDE SAMPLE

	--------------REGIONAL SYSTEM--------------------------------					
	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
SEX: Male	48	48	49	48	49	49
Female	52	52	51	52	51	51
	100	100	100	100	100	100
YEARLY HOUSEHOLD INCOME:						
Under $ 5,000	15	12	20	26	12	17
$ 5,000 - $11,999	41	38	50	45	38	43
$12,000 - $15,999	19	23	15	11	22	14
Over $16,000	16	19	9	10	17	10
Refused	9	8	6	8	11	16
	100	100	100	100	100	100
OCCUPATION OF HOUSEHOLD HEAD:						
Business/Professional	8	8	4	6	10	11
Sub Professional	19	20	16	13	16	22
White Collar	16	19	19	9	10	11
Blue Collar	26	25	26	27	32	28
Semi-Skilled	15	15	12	19	13	14
Unskilled	9	9	8	12	12	9
Other/Refused	7	4	15	14	7	5
	100	100	100	100	100	100
RACIAL/ETHNIC:						
White Anglo	86	87	86	75	92	89
Spanish	11	10	6	25	7	11
Black	2	2	6	-	-	-
American Indian/Other	1	1	2	-	1	-
	100	100	100	100	100	100

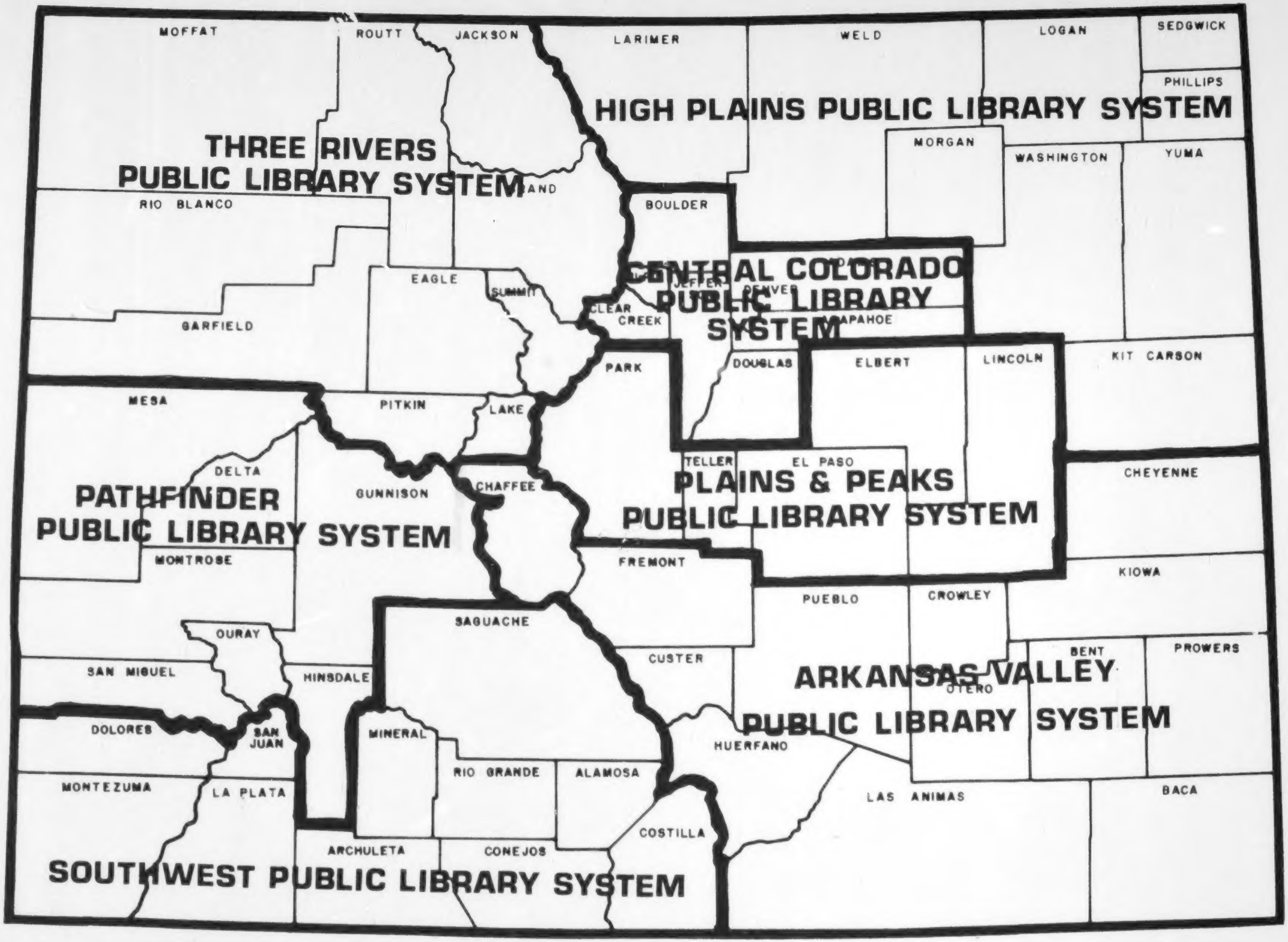
(CONTINUED NEXT PAGE)

TABLE INTRO - 2 (continued)

	REGIONAL SYSTEM					
	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
AGE. 13 - 17	14	12	11	13	23	12
18 - 24	15	14	19	18	16	13
25 - 34	20	22	20	19	11	21
35 - 44	17	16	19	19	18	17
45 - 54	13	15	9	10	11	17
55 - 64	11	11	16	12	9	9
65 and up	10	10	6	9	12	11
	100	100	100	100	100	100
LAST GRADE IN SCHOOL:						
1 - 8	15	14	7	21	23	11
9 - 11	19	18	21	22	23	19
12	30	29	39	33	23	28
13 - 15	18	21	17	12	15	21
16	10	11	8	5	9	8
16 +	8	7	8	6	7	13
Refused	*	*	-	1	-	-
	100	100	100	100	100	100
CURRENT STUDENT STATUS:						
Secondary school student	14	13	13	13	22	14
College student	5	5	2	5	9	8
Adult non-student	81	82	85	82	69	78
	100	100	100	100	100	100

* LESS THAN .5%

PUBLIC LIBRARY SYSTEMS IN COLORADO



HIGH PLAINS PUBLIC LIBRARY SYSTEM
THREE RIVERS PUBLIC LIBRARY SYSTEM
CENTRAL COLORADO PUBLIC LIBRARY SYSTEM
PLAINS & PEAKS PUBLIC LIBRARY SYSTEM
PATHFINDER PUBLIC LIBRARY SYSTEM
ARKANSAS VALLEY PUBLIC LIBRARY SYSTEM
SOUTHWEST PUBLIC LIBRARY SYSTEM
MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
MORGAN
WASHINGTON
YUMA
RIO BLANCO
AND
BOULDER
EAGLE
SUMMIT
GARFIELD
CLEAR CREEK
JEFFER
DENVER
APAHOE
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
MESA
PITKIN
LAKE
PARK
TELLER
EL PASO
CHEYENNE
DELTA
GUNNISON
CHAFFEE
MONTROSE
FREMONT
KIOWA
PUEBLO
CROWLEY
OURAY
SAGUACHE
CUSTER
BENT
PROWERS
OTERO
SAN MIGUEL
HINSDALE
DOLORES
SAN JUAN
MINERAL
HUERFANO
RIO GRANDE
ALAMOSA
MONTEZUMA
LA PLATA
LAS ANIMAS
BACA
COSTILLA
ARCHULETA
CONEJOS

I. LIBRARY USAGE IN THE STATE

A. Frequency of Usage of the Types of Libraries

The various types of libraries across the state can be grouped into one of four classifications, as was done in the design of this study. First, there are the public libraries, supported by public funds and providing free services to all residents of a community. Public and private secondary school libraries are another category in that their primary duty is to provide service to their students and faculty, as also do the public and private college and university libraries.

A fourth category, called special libraries include all other collections of library materials administered as a library. This category includes the private collections of corporations; federal, state and local governmental agencies; and, the libraries of organizations such as churches or clubs. Access to such collections is usually limited and such libraries are generally geared to particular topic areas.

Table I - 1 shows the frequency of usage, based on statewide results, for the four types. Although discussed in more detail in earlier volumes, these data are included here to provide a direct comparison of usage of these types.

Persons who report using a type of library at least once a year -- that is, with some regularity -- are referred to in this report as "users" of that type of library. Table I - 2 shows the proportions of the general statewide population that could be so classified, along with comparable figures for each regional system.

In the instance of public libraries, the Central (58%) and combined western slope (59%) systems have somewhat higher proportions of "users", while the proportion for High Plains (53%) is about average. The Plains and Peaks (45%) regional system, and especially the Arkansas Valley (37%) system have lower proportions of "users" of public libraries.

For usage of secondary school libraries, where usage might be expected to vary less, two regional systems have higher than average usage -- High Plains and the combined western slope regions. Higher reported usage of secondary school libraries in the High Plains regional system may be in part explained by the somewhat disproportion number of students who were included in this regional sample. This may also account for the higher than average usage of college libraries in the same system.

TABLE I - 1

OVERALL FREQUENCY OF USAGE BY TYPE OF LIBRARY AMONG GENERAL POPULATION
(13 AND OVER)

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARIES (%)	COLLEGE LIBRARIES (%)	SPECIAL LIBRARIES (%)
USE LESS THAN ONCE A YEAR	46	83	85	88
USE: 1 - 3/YEAR	13	2	5	4
4 - 6/YEAR	12	1	2	2
MONTHLY	14	3	3	2
2 - 3/MONTH	8	3	1	1
MORE THAN 3/MONTH	7	8	4	3
	100	100	100	100

TABLE I - 2

PROPORTIONS OF GENERAL POPULATION USING EACH OF THE FOUR TYPES OF LIBRARIES AT LEAST YEARLY, BY REGIONAL SYSTEM

	USE PUBLIC LIBRARY (%)	USE SECONDARY SCHOOL LIBRARY (%)	USE COLLEGE LIBRARY (%)	USE SPECIAL LIBRARY (%)
STATEWIDE	54	17	15	12
REGIONAL SYSTEM:				
Central	58	14	14	12
Plains & Peaks	45	15	12	18
Arkansas Valley	37	15	8	2
High Plains	53	29	20	19
Western Slope	59	20	17	18

Usage of the college and university libraries is generally average for Central, Plains and Peaks, and the western slope systems, and especially low for the Arkansas Valley system. For special libraries, usage is also much lower in this south system.

B. Usage of Public Libraries

Table I - 3 presents the frequency of usage of public libraries reported by regional system. As noted previously, the Central and Western Slope systems have higher usage, while the people of the Arkansas Valley system are much less likely to report using a public library.

In previous volumes the relationship between public library usage and socio-economic variables of income and educational level were discussed. These variables, in part, explain the variation in usage among the systems. For example, the Central system includes population of higher than average educational and economic levels, and thus somewhat higher than average public library usage could be anticipated. The Arkansas Valley system, by contrast, includes a population somewhat lower in educational level and income, and public library usage is also lower. Public library usage in the Plains and Peaks system, with educational levels comparable to the Central system but lower-than-average income levels, falls in between these two extremes.

TABLE I - 3

FREQUENCY OF PUBLIC LIBRARY USAGE AMONG THE GENERAL POPULATION: BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
PUBLIC LIBRARY:						
Use less than once a year	46	42	55	63	47	41
Use: 1 - 3/year	13	15	6	14	11	15
4 - 6/year	12	13	10	8	11	12
Monthly	14	16	15	5	12	15
2 - 3/month	8	8	10	4	9	10
More than 3/month	7	6	4	6	10	7
	100	100	100	100	100	100

Particular types of services used and judgements on the local public library are discussed in the section that follows. Of concern at this point are the proportions who use the public library less than yearly, and their reasons for non-usage. Table I - 4 shows the proportions of non-users -- for the state and for the regional systems -- who agreed with each of the projected reasons for non-use of the public library.

On the primary reasons revolving around lack of salience -- not thinking of using a public library or being too "busy" -- agreement is reasonably constant throughout the state. This statewide consistency is also true for the factor of lack of orientation to print media. Other more specific reasons vary a good deal more from region to region.

Preference for purchase of materials is highest in the Central system and lowest for the western slope systems. Given the essentially comparable economic levels of the two regions, the difference may be due to simple availability of materials for purchase.

Use of another library (other than a public library) is most common in the High Plains regional system, and the usage figures given in Table I - 2 would agree. Again, this High Plains sample contained a higher than normal proportion of students who would presumably have access to other libraries.

Distance from the library as a reason for non-usage is given more frequently by the people of the Plains and Peaks system and, to a lesser degree, by Central system residents. Further discussion of this point is included in Section II of this report.

Not using the public library due to physical condition is cited approximately evenly across all systems, but with few of the Plains and Peaks sample expressing such difficulty. Both hours and staff come low on the list of reasons for not using public libraries, but mention of these is more common in the Arkansas Valley sample.

Among these reasons for non-use begin to emerge some patterns which will be seen in later data. The lack of salience of public library services and simply not reading are primary reasons for non-use. Beyond these overriding factors there are other, less universal reasons for non-use that pertain more to particular systems.

TABLE I - 4

AGREEMENT WITH PROJECTED REASONS FOR NON-USERS OF PUBLIC LIBRARY (WHO USE LESS THAN ONCE A YEAR) BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
I don't ever think of going to the library	53	54	51	51	60	47
I do very little reading .	51	52	47	54	50	44
I'm usually to busy to use a library	50	52	41	52	45	50
I'd rather buy materials than borrow them	45	52	39	44	36	31
There isn't much at a library that I need or want	36	40	29	40	17	44
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines	24	31	12	22	19	13
I use a library other than the public library	20	16	22	21	43	21
The library is just too far away for me to use	18	20	27	9	5	14
Transportation to the library is a problem for me	15	16	16	19	2	10
Due to my physical condition it is difficult for me to use a library	8	9	2	11	7	10
The hours the library are open are not convenient for me	6	6	2	11	7	5
The people at the library are not helpful	1	1	-	6	-	1

In the Central system, preference for purchase, the library procedure and distance are mentioned. For the Plains and Peaks system, few problems are voiced, with the exception of distance. Residents of the Arkansas Valley system, on the other hand, mention hours and staff, and to some degree a problem in actual transportation rather than distance. Due to the generally lower socioeconomic level of the region, such comments might be expected, along with the higher than average proportion of this sample that said they did very little reading.

For High Plains, the lack of salience is an especially important factor, as well as usage of some other type of library. Responses from the western slope systems were very high regarding there being little at the library which the individual needed or wanted.

C. Usage of Secondary School and College Libraries

As noted previously, the High Plains system includes a somewhat disproportionate number of students, and the reported usage of both of these types of libraries is correspondingly above average for the region. For secondary school libraries, usage is somewhat higher in the Arkansas Valley and western slope systems also. As will later be suggested by the rating given to local libraries, Arkansas Valley, High Plains and the Western Slope systems may be considered relatively weaker, and this may explain some of the heavier usage of secondary school libraries throughout these areas.

Data given on the mode of usage of secondary school libraries further suggests this hypothesis. Heavier than average usage of the circulation function of secondary school libraries is mentioned in the western slope region. Usage of a secondary school library by a non-student as a parent is mentioned to a greater than average degree by High Plains residents, while using the secondary school library for simply browsing is characteristic of Arkansas Valley users. The relative weakness of the public library in these regions may be causing more usage of other types of libraries.

College libraries are also somewhat more widely used in the High Plains and western slope systems. However, usage of college libraries as a non-student generally requires some college experience, and given the generally lower educational level for the Arkansas Valley areas, fewer residents of that region turn to the college library as an information source.

TABLE I - 5

FREQUENCY OF SECONDARY SCHOOL LIBRARY USAGE AMONG THE GENERAL POPULATION: BY REGIONAL SYSTEM

SECONDARY SCHOOL LIBRARY	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Use less than once a year	83	86	85	85	71	80
Use: 1 - 3/year	2	2	3	-	2	3
4 - 6/year	1	1	1	1	5	1
Monthly	3	2	1	1	3	3
2 - 3/month	3	2	5	4	5	3
More than 3/month	8	7	5	9	14	10
	100	100	100	100	100	100

TABLE I - 6

FREQUENCY OF COLLEGE LIBRARY USAGE AMONG THE GENERAL POPULATION: BY REGIONAL SYSTEM

COLLEGE LIBRARY	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Use less than once a year	85	86	88	92	80	83
Use: 1 - 3/year	5	4	3	2	8	6
4 - 6/year	2	2	5	-	3	2
Monthly	3	3	1	-	3	3
2 - 3/month	1	1	2	-	1	1
More than 3/month	4	4	1	6	5	5
	100	100	100	100	100	100

D. Usage of Special Libraries

As with college libraries, special library usage is far more common among the college-educated, and this factor may help explain the low proportion of Arkansas Valley residents who use this type of library.

In these data, the residents of the Plains and Peaks system appear to be heaviest users of special libraries, while the western slope and High Plains systems are also above average in usage of the type.

TABLE I - 7

FREQUENCY OF SPECIAL LIBRARY USAGE AMONG THE GENERAL POPULATION: BY REGIONAL SYSTEM

SPECIAL LIBRARY	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Use less than once a year	88	88	82	98	81	82
Use: 1 - 3/year	4	4	4	-	10	5
4 - 6/year	2	2	3	-	5	1
Monthly	2	2	2	-	-	6
2 - 3/month	1	1	1	1	3	1
More than 3/month	3	3	8	1	1	5
	100	100	100	100	100	100

II. EVALUATIONS OF LOCAL PUBLIC LIBRARIES

The following section concerns the local public libraries throughout the state and the ratings given them by the individuals they serve.

A. Knowledge of Public Library Service Available

As a preliminary to questioning about the local branch, respondents were first asked if they knew the general location of a public library available to them. Those who replied that they did not were further asked about any nearby public library with which they were familiar and which they could use. The results are shown in Table II - 1.

It may appear odd at first glance that knowledge of the location of the local public library should be lower in the two more metropolitan areas -- the Central and the Plains and Peaks regional system. Actually, the urbanization of these two areas may be the reason. In a more urbanized area the library may not be located along a major thoroughfare, and unless it is in the immediate neighborhood, an urbanite may not pass by. Unless the individual has sought out the library, it may be possible to live in the area several years and not know the location of the local library.

As an additional factor, it is these two areas which have received a greater proportion of the growth in the state and the greatest number of new arrivals, who may not yet be familiar with local services.

TABLE II - 1

KNOWLEDGE OF LOCAL PUBLIC LIBRARY AVAILABILITY
BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Know location	88	86	82	98	96	94
Know of one in area	5	6	7	1	1	2
Do not know of any public library available	7	8	11	1	3	4
	100	100	100	100	100	100

The remaining evaluations of local public library services presented in this section deal only with that portion of the general population familiar with the location of a local public library available to them since those who were unfamiliar would presumably be unable to answer more detailed questions.

B. Distance from the Public Library

Those respondents who knew the location of the local public library were further questioned concerning its distance from their houses, and their subjective judgement as to the difficulty involved in getting there. These data are reported in Table II - 2.

Few respondents who knew the location of a library reported living at any great distance from it. Relatively shorter distances were reported by High Plains or western slope residents, while greater distances were reported among the people of the Arkansas Valley and Plains and Peaks regional systems. Ratings as to the difficulty of getting to the library are also more intense for these two systems.

Since few respondents from the High Plains or western slope systems felt unsure of the location of local public libraries, these data reflect only a small proportion of the total population as being a great distance from library services. There are, to be sure, isolated individuals living in both areas who may not be counted by the census, much less in the current survey. However, residence in or near the numerous small towns and cities of these regions is far more common.

The relatively longer distances reported by residents of the Arkansas Valley and Plains and Peaks systems, and, to a lesser degree, the Central System, may be influenced by the relative lack of knowledge of locations, particularly in the case of Central and Plains and Peaks. Lack of familiarity with available services might make residents of these urbanized areas overestimate the actual distance to these facilities, since judgement might not be based on the "nearest" source of public library services.

Physical distance is considered a secondary barrier to use of public library facilities, as shown in Table I - 4 in the reasons given for non-use. In the Plains and Peaks regional system, and to a lesser extent in the Arkansas Valley system, physical distance plays a relatively greater role, but still a secondary one.

The concept of "distance" needs some enlargement to include the physical aspects, such as transportation and parking, and also some psychological aspects such as how far away the library is from routine local traveling.

TABLE II - 2

PERCEPTIONS OF DISTANCE TO NEAREST PUBLIC LIBRARY, AND EASE OF GETTING THERE: BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
ESTIMATE OF DISTANCE TO NEAREST PUBLIC LIBRARY:						
Less than 1 mile	37	33	21	44	48	51
1 - 2 miles	23	25	23	6	21	35
2 - 3 miles	17	20	19	8	17	7
3 - 5 miles	14	15	15	20	13	5
5 - 10 miles	7	6	13	17	-	2
10 - 20 miles	2	1	9	5	-	2
Over 20 miles	*	-	-	-	1	-
	100	100	100	100	100	100
SUBJECTIVE JUDGEMENT ON EASE OF GETTING TO NEAREST PUBLIC LIBRARY:						
Very difficult	3	2	4	3	1	3
Somewhat difficult	8	9	15	10	3	4
Somewhat easy	20	20	25	17	27	10
Very easy	68	67	56	70	69	82
Don't know	1	2	-	-	-	1
	100	100	100	100	100	100

C. Ratings of Local Public Libraries

With reference to the local public libraries which serve them, respondents were asked for their impressions -- based on personal experience or local reputation -- of the overall quality of services available. Table II - 3 presents these "overall" ratings. The upper set of figures in the table represent "base" ratings, or the proportion which responded in each manner. The lower set of figures are adjusted in that they reflect only the judgements of those with an opinion, for easier comparison.

In these data, residents of the Plains and Peaks system generally give their local libraries higher ratings, while higher than average ratings are also given by people of the Central region.

Arkansas Valley ratings are generally lower than average, followed by High Plains, and, lowest of all, the western slope systems.

Some of the reasons behind these overall ratings are more apparent in comparable ratings given to particular aspects of library service. These data are shown in Table II - 4, in adjusted form, i.e., based on the people who had an opinion. The proportion of the total which did not respond is shown in parenthesis at the bottom.

The library staff, generally given a high rating, is rated somewhat higher than average among the Arkansas Valley sample, and lowest among High Plains and the western slope samples. The far more critical opinions of the latter systems are characteristic of the results on almost all of these factors.

Judgements on the particular aspects of library services by residents of the Central region follow the statewide average, usually being slightly higher. This might be anticipated due to the large proportion of the state's residents which live in the region.

For the Plains and Peaks regional system, some aspects are rated significantly higher than the statewide average, including the buildings, children's materials, general selection of materials, and being a good library for students. Below average ratings are apparent for the factor of being "nearby" and "easy to get to", a factor which has been noted earlier in the reasons for non-use and the distance questions.

Arkansas Valley receives higher than average ratings for staff, building, children's selection, procedural ease, interesting collection and convenient hours. Ratings given by High Plains residents are generally more critical, with particular emphasis on student facilities, building, hours and variety of services. These two latter aspects of library services are also rated far below average for the western slope regional systems, along with a collection of interest to the individual, general selection of materials, student facilities and buildings.

TABLE II - 3

OVERALL RATING OF NEAREST PUBLIC LIBRARY BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
BASE RATING:						
Excellent	19	22	30	21	14	4
Very good	33	34	36	30	37	33
Good	23	21	10	30	29	23
Fair	8	7	1	11	10	15
Poor	2	1	3	-	3	5
Don't know	15	15	20	8	7	20
	100	100	100	100	100	100
ADJUSTED RATINGS:						
Excellent	23	26	38	22	15	5
Very good	39	40	45	33	40	41
Good	26	25	12	33	31	29
Fair	10	8	1	12	11	19
Poor	2	1	4	-	3	6
	100	100	100	100	100	100

TABLE II - 4

RATINGS OF NEAREST PUBLIC LIBRARY ON SELECTED FACTORS: BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
ADJUSTED RATINGS:						
A. Having a courteous and helpful staff						
Excellent	28	31	31	44	15	12
Very good	40	43	45	30	44	39
Good	27	20	23	23	37	40
Fair	4	5	-	3	2	6
Poor	1	1	1	-	2	3
(Non-Response)	(22)	(21)	(25)	(26)	(15)	(28)
B. Having an attractive and comfortable building						
Excellent	27	29	42	43	15	13
Very good	37	45	33	27	33	22
Good	25	22	19	20	31	38
Fair	8	3	5	8	17	16
Poor	3	1	1	2	4	11
(Non-Response)	(12)	(12)	(19)	(0)	(7)	(13)
C. Being nearby and easy to get to						
Excellent	26	30	22	33	18	17
Very good	35	36	25	39	31	38
Good	30	23	40	20	47	40
Fair	7	9	7	4	2	3
Poor	2	2	6	4	2	2
(Non-Response)	(7)	(8)	(10)	(4)	(1)	(7)
D. Having a good selection of material for children						
Excellent	22	20	41	37	11	10
Very good	40	43	31	37	48	32
Good	32	30	26	24	35	45
Fair	5	7	-	1	3	8
Poor	1	-	2	1	3	5
(Non-Response)	(30)	(29)	(42)	(21)	(21)	(40)

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TABLE II - 4 (continued)

ADJUSTED RATINGS:	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
E. Being easy to use in terms of procedures						
Excellent	18	17	22	33	12	10
Very good	39	46	40	31	32	34
Good	36	29	34	29	53	45
Fair	5	5	4	7	3	7
Poor	2	3	-	-	-	4
(Non-Response)	(25)	(25)	(28)	(27)	(15)	(29)
F. Being a good library for students						
Excellent	19	21	31	26	8	3
Very good	39	42	39	36	37	27
Good	28	27	13	33	36	33
Fair	11	9	12	5	13	20
Poor	3	1	5	-	6	17
(Non-Response)	(24)	(24)	(25)	(24)	(14)	(34)
G. Having a wide selection of materials						
Excellent	19	21	32	19	9	4
Very good	39	38	42	45	47	25
Good	27	27	18	23	30	31
Fair	12	12	4	13	7	33
Poor	3	2	4	-	7	7
(Non-Response)	(22)	(22)	(22)	(21)	(14)	(31)
H. Having a good collection of materials that would interest me						
Excellent	16	17	26	30	7	6
Very good	38	40	45	34	38	27
Good	31	30	19	25	42	36
Fair	9	8	4	8	8	19
Poor	6	5	6	3	5	12
(Non-Response)	(25)	(24)	(27)	(29)	(14)	(33)

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TABLE II - 4 (continued)

ADJUSTED RATINGS:	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
I. Being open during convenient hours						
Excellent	15	17	11	34	1	4
Very good	36	40	32	37	39	25
Good	36	33	40	27	41	43
Fair	10	9	10	1	12	16
Poor	3	1	7	1	7	12
(Non-Response)	(20)	(20)	(29)	(15)	(13)	(26)
J. Offering a variety of services besides lending books						
Excellent	17	19	28	23	9	4
Very good	33	37	28	42	21	22
Good	31	29	29	26	48	26
Fair	12	10	13	9	11	20
Poor	7	5	2	-	11	28
(Non-Response)	(41)	(41)	(47)	(35)	(34)	(46)

D. Judgements on Adequacy of Local Public Library for the Community

Lower than average ratings are also characteristic of the High Plains and western slope systems when evaluating the adequacy of the local public library for the community. Table II - 5 shows these data, in base and adjusted form. Barely a majority of the respondents in these regions would classify their local service as adequate, while about seven out of ten residents in the Central, Plains and Peaks, or Arkansas Valley systems feel their local service is adequate. Respondents who felt their local service was inadequate were asked for suggested improvements. These improvements volunteered were classified, and appear in Table II - 6.

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TABLE II - 5

JUDGEMENTS ON ADEQUACY OF LOCAL PUBLIC LIBRARY BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
BASE RESPONSE:						
Adequate	52	55	52	59	49	40
Needs improvement	26	23	22	27	38	35
Don't know	22	22	26	14	13	25
	100	100	100	100	100	100
ADJUSTED RESPONSES:						
Adequate	67	71	70	69	56	53
Needs improvement	33	29	30	31	44	47
	100	100	100	100	100	100

For the Central regional system, comments were general and applied to widening the collection and a general expansion of services. In Plains and Peaks, however, relatively less attention was focused on collections, and more on physical access and additional branches. Data from Arkansas Valley likewise accent physical access, but include more comments for building improvements and broader collections.

For the two areas where the greatest proportions of residents felt the local public library needed improving -- High Plains and the western slope systems -- higher than average proportions mention expansion of collections and building improvements. A number of other, more specific comments are made by respondents in these areas, including improvements in staff and extended hours. All of these proportions are small, but indicate the variety of improvements more frequently mentioned by people in these generally less satisfied regional systems.

TABLE II - 6

SUGGESTIONS FOR IMPROVEMENTS IN LOCAL PUBLIC LIBRARY (IF FELT INADEQUATE): BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Generally wider collection	12	13	6	10	15	15
Improve building	5	3	3	8	8	12
General expansion of services	4	4	3	4	5	3
Update materials	3	2	3	5	7	5
Improve references	2	2	1	1	2	4
More branches	2	1	5	5	1	1
Better physical access ...	2	1	9	3	-	-
Better organization	1	2	-	1	1	1
Improve staff	1	1	1	1	3	3
More hours	1	1	1	1	3	4
More for browsers	1	1	-	-	3	1
Procedural suggestion	1	*	1	1	-	2
More for children	*	*	-	1	-	1
Better atmosphere	*	-	-	1	1	1
Improve appointements	*	*	-	-	-	3
Other suggestions	1	2	-	-	4	2
No suggestion.............	2	2	-	-	4	1
Adequate now	52	55	52	59	49	40
Do not know if adequate ..	22	22	26	14	13	25

III. USAGE AND POTENTIAL USAGE OF SELECTED PUBLIC LIBRARY SERVICES

All respondents were asked a series of questions on a number of specific services, some available at practically all public libraries, others at only a few, and still others which were rarely, if ever, available. The basic question was as follows:

> Q. Public libraries offer a number of different services in different areas. I would like to read you a list of services provided by some libraries and ask you whether or not these are available in your area. The first one is _________. Do you know if this service is available at your local library? (IF AVAILABLE:) Have you ever used this service at your local library?

Table III - 1 shows the responses to this question of availability. Remember that the responses given here are a reflection of the peoples' perceptions of availability, rather than the fact of whether or not the service is available. Those services listed in this table are relatively common public library services, but vary greatly in actual availability in local libraries as well as perceived availability. The figures shown in this table represent the total proportion of each area's respondents which felt the service was available locally.

For the Central Colorado regional system, perceptions of the availability of individual services were generally higher than the statewide average, particularly in the case of bibliographies, photocopy facilities, special lectures and music scores. In the Plains and Peaks system, perceptions of most library services remain around the statewide average, with above-average mention of bookmobiles, special lectures, and microreproductions as available. Somewhat lower than average mention is made concerning the availability of story hours for children.

For the Arkansas Valley system, some services are rated below average in availability and others above, but equal approximately the statewide average for all services listed. Those particularly low in perceived availability are inter-library loans and current lectures.

The remaining areas -- High Plains and the western slope systems -- are seen as generally having fewer services available to the public, particularly in the western slope systems. For these

TABLE III - 1

PERCEPTIONS OF THE LOCAL AVAILABILITY OF RELATIVELY COMMON LIBRARY SERVICES: BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Lending books and other publications	85	85	86	86	88	80
Reference section to look up particular facts	74	76	72	69	67	68
Lists of materials on a topic and bibliographies..	65	72	58	60	51	60
Back issues of magazines for reference	62	66	61	59	63	50
Bookmobiles that carry a selection of materials ...	54	58	68	55	39	37
Story hours for children..	51	55	37	49	63	41
Films, filmstrips & slides that can be borrowed	49	56	55	46	33	24
Photocopy machines for public use	47	59	41	43	23	16
Obtaining materials for you from other libraries	47	55	40	21	29	50
Phonograph records that can be borrowed	46	51	49	41	40	33
Newspapers from out of state	40	45	40	36	33	23
Meeting rooms for groups..	32	39	29	34	28	10
Books in Braille or talking books	32	38	39	34	24	10
Special programs or lectures on fine arts or current events	30	39	39	16	16	9

(CONTINUED NEXT PAGE)

TABLE III - 1 (continued)

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Tape recordings, cassettes or tape cartridges	30	38	33	24	13	12
Picture collections for in-home lending	29	33	29	31	30	13
Microreproductions for reference	28	34	38	18	13	10
Music scores	26	33	25	20	9	11
Lists of public speakers...	23	27	23	27	13	9
Film projectors for loaning	22	28	20	26	10	7
Typewriters for public use	21	26	21	24	8	7

two systems, fewer residents report bookmobiles, films or tapes, photocopy machines, lectures, microreproductions, music scores, lists of public speakers, or projectors and typewriters for public use. In most cases, perceived availability of services in the High Plains system is somewhat higher than that in the western slope region, although both areas are far below the statewide average. The residents of the High Plains system do claim the availability of story hours to a greater than average degree. Another service -- picture collections -- is also noted.

Perceived availability of library services in the western slope systems can vary from almost equal to the offerings of the Central system (in the case of interlibrary loan services) to one-fourth (lectures, film projectors meeting rooms). The extremes in availability perceived are drastic.

Table III - 2 shows responses to the second part of the question, pertaining to actual use of any of the services listed. To some extent, these answers reflect the previous data such that the higher proportion of residents who perceived services as available, the higher the proportion that will have used them, and vice versa. From these data, the Central system and the Plains and Peaks system again appear to offer a wider range of services. Central residents also tend to have used the public library's various services to a greater than average degree. In the Plains and Peaks system, bookmobiles and microreproductions are particularly mentioned as used, with less emphasis on story hour services.

TABLE III - 2

REPORTED USAGE OF RELATIVELY COMMON LIBRARY SERVICES: BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Lending books and other publications	64	68	58	56	61	57
Reference section to look up particular facts	46	51	52	28	34	42
Lists of materials for reference	35	40	27	28	27	38
Back issues of magazines for reference	31	34	28	32	30	22
Photocopying machines for public use	25	34	18	17	10	8
Obtaining materials for you from other libraries	20	24	13	6	14	23
Bookmobiles that carry a selection of materials....	18	20	28	13	14	8
Phonograph records that can be borrowed	14	16	15	9	11	15
Story hours for children..	14	15	8	13	19	16
Newspapers from out of state	12	13	13	11	10	7
Films, filmstrips and slides that can be borrowed	11	13	11	7	7	8
Microreproductions for reference	7	8	15	1	4	3
Meeting rooms for groups ..	6	7	7	6	7	3
Special programs or lectures on fine arts or current events	6	8	10	2	2	3
Picture collections for in-home lending	5	6	2	7	7	4

(CONTINUED NEXT PAGE)

TABLE III - 2 (continued)

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Music scores	4	5	4	1	2	2
Typewriters for public use	4	5	3	5	1	1
Tape recordings, cassettes or tape cartridges	4	4	6	5	1	3
Film projectors for loaning	3	3	3	6	1	2
Lists of public speakers ..	3	4	6	1	1	1
Books in Braille and talking books	2	1	1	7	1	1

Arkansas Valley residents report lower than average usage of reference services, interlibrary loan and microreproductions. In the High Plains and western slope systems, usage is generally below the statewide average.

Table III - 3 shows the same services, this time rank ordered in terms of the potential usefulness to the individual, the topic of one additional question. The figures given reflect the proportion of the area residents who felt such a service would be useful to the individual, if it were available.

Some care must be used in the interpretation of these responses, particularly in light of the far lower reported usage rates in the preceding tables. Predicting whether or not a given service would be useful is, at best, a difficult task for respondents. However, it does appear that a number of these services are appealing to residents of these various systems.

While there is considerable variation from system to system in terms of availability and usage, there are much smaller overall differences in terms of the potential usefulness of these services. Put another way, interest in the services is common throughout the state, but availability is highly varied.

TABLE III - 3

POTENTIAL USEFULNESS OF RELATIVELY COMMON LIBRARY SERVICES: BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Lending books and other publications	88	88	87	80	92	88
Reference section to look up particular facts	86	85	97	73	90	86
Lists of materials on a topic and bibliographies..	71	74	71	59	68	74
Photocopying machines for public use	69	71	71	65	61	70
Back issues of magazines for reference	67	68	70	56	67	71
Obtaining materials from other libraries	67	70	66	55	60	73
Films, filmstrips and slides that can be borrowed	59	57	67	52	66	65
Bookmobiles that carry a selection of materials ...	59	61	67	55	49	51
Phonographic records that can be borrowed	57	56	61	53	56	66
Tape recordings, cassettes and tape cartridges	54	52	61	53	51	63
Newspapers from out of state	53	53	57	42	49	59
Film projectors for loaning	48	48	52	45	39	57
Story hours for children ..	47	47	42	47	40	61
Lists of public speakers ..	44	43	44	51	43	45
Special programs or lectures on fine arts or current events	44	45	45	39	36	49

(CONTINUED NEXT PAGE)

TABLE III - 3 (continued)

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Typewriters for public use	43	42	49	36	38	45
Microreproductions for reference	43	45	47	32	32	53
Meeting rooms for groups	42	41	46	42	37	45
Picture collections for in-home lending	39	40	37	42	36	42
Music scores	33	30	39	34	27	45
Books in Braille and talking books	26	27	28	15	17	32

By comparing two of the preceding tables, use and availability, it is possible to obtain an idea of the use people make of the services they have (or perceive) available. Across all the services, Arkansas Valley makes the least use of available services, while the High Plains and western slope systems have higher proportions of usage as related to availability. Having less, they make more use of what is available.

By comparing Tables III - 1 and III - 3 -- on availability and potential usefulness, it is possible to get an indication of what is wanted versus what is perceived as available, as well as the relative gaps between. In general, the western slope systems are higher in this wanted-available gap, followed by High Plains. The Plains and Peaks system -- with somewhat higher than average perception of services available -- has a larger gap between what is wanted and what is provided than does the Arkansas Valley system, with slightly lower overall perceptions of services available.

In the previous comparison, a tendency was noted for the Arkansas Valley system to make less use of what was available. In the figures in Section I, lower use of public libraries was reported for the region. Part of this lower interest in library services and lower actual usage could be related to education and socio-economic factors. The relationship between educational level and library usage has been noted previously. Libraries, at least in their current form, are perceived as offering less to lower socio-economic groups.

TABLE III - 4

POTENTIAL USEFULNESS OF SELECTED NEW TYPES OF PUBLIC LIBRARY SERVICES: BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Catalogues of library materials of general interest put in a number of public places besides libraries or mailed to individuals so that it would not be necessary to go down to the library if you wanted to see if they had a particular book	56	58	70	44	42	57
A reference service using cable television so that you could call the library and they could show you a page, map, or whatever you asked on your television screen..	55	61	55	41	46	53
Mail order services so that you could order materials from a library catalogue and return them by mail, postage free	54	58	56	37	36	68
Television rooms in libraries for regular programming and with closed-circuit TV which could show special educational programs or movies	52	55	56	41	38	58
Lending a variety of materials for study, such as games, science demonstrations, small animals, sculpture, or antiques	48	54	44	40	37	47
Libraries using a channel of a cable TV system to talk about new books and services they offer	47	52	47	39	29	50

(CONTINUED NEXT PAGE)

TABLE III - 4 (continued)

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Videotape facilities	38	39	40	34	26	46
A wire service printer, like in a newspaper, television, or radio station that would be available to the public so that you would get news as fast as possible.......	33	35	34	25	37	27
Toys and games for circulation	31	30	28	39	27	38
Having a tickertape for instant stock market information in the library and available to the public	17	18	12	14	21	18

The gap between availability and potential usefulness is generally lowest in the Central system, which might be expected due to the higher-than-average perceptions of service availability and usage.

Table III - 4 gives the potential usefulness of another set of library services, most of which are either not currently available in the state or available in only a few locales. Positive response to some of these new services was high -- higher than for a number of currently existing services. The three new services of highest interest, it should be noted, do not require a visit to the library site.

Across the systems of the state, interest in new services is generally higher in both the Central and western slope regional systems, and, to a lesser extent, in the Plains and Peaks system. General interest in the new services is lower in the Arkansas Valley and High Plains systems.

Part of these differences could be considered due to high current usage and availability -- in Central and Plains and Peaks. Where the service level is generally high, people may be more inclined toward additional services. In the case of the western slope areas, however, higher than average response might be prompted by the relative scarcity of services. Such was not the case for another region with lower than average perceptions of availability -- the High Plains system. Reactions to the new services here ran below average, as was also the case with the Arkansas Valley residents.

IV. ATTITUDES TOWARD LIBRARIES AND THEIR PURPOSES

A. Attitudes Toward Libraries in General

Responses to the numerous opinion questions reported in previous volumes are somewhat consistent from region to region in the state, in that there are no drastic shifts in the overall favorable disposition toward libraries. Minor variations do exist in the relative strengths of these attitudes, and these will be summarized here.

In the Arkansas Valley area, respondents were somewhat more lavish with their praise of library services to children and in their evaluations of the staff. Despite this, a minority of Arkansas Valley residents felt a better selection was available at a bookstore, and that the library had little to offer the average person.

Also in Arkansas Valley there was more agreement -- although still a minority opinion -- that libraries catered to a particular type of people, and that the respondent felt uncomfortable in such an institution. Once again these figures perhaps reflect the lower educational and socio-economic levels in the area, and the special library problem of the region and similar locales in other regions.

Attitudes from High Plains residents generally reflect the average sentiments across the state, with somewhat higher agreement that libraries are old fashioned.

In the western slope region there is a tendency to be "lukewarm" in agreement with the propositions that libraries provide well for children and students as well as the overall impression of staff. Likewise, a minority of western slope residents felt that there was little of interest to the average person and that a better selection was available at a book store. Finally, a higher than average proportion of western slope residents agreed with the statement that libraries were more concerned with books than people.

Attitudes in the remaining systems -- Central and Plains and Peaks -- were generally more favorable than the statewide average.

B. Attitudes on Particular Library Issues

Along with questions on the general attitudes of individuals toward libraries there were two specific questions concerning the combination of public school and public library and the concept of user fees. The wording for this first question was as follows:

> Q. In some areas of Colorado which are served by only one small public library, the public library could be combined with the public school library so that all materials would be available to both students and adults in the community. Do you feel that this would be a good idea or not?

Responses to this question, by region, are as indicated in Table IV - 1. Agreement is highest in the Central and Plains and Peaks systems, and only slightly lower for the Arkansas Valley system. In these systems, favorable attitudes prevail by a ratio of four- or five-to-one. In the High Plains and western slope regions, the figures are less positive. It is these two parts of Colorado in which many of the "areas of Colorado that are served by only one small public library" exist. Among the regions where such combinations would not be expected to occur, the idea is generally better supported. This may reflect a less-than-personal appraisal of the question. Reactions here may be more of a surface nature, and on the surface the idea is approved.

In the areas where the policy might be instituted, the relatively high opposition, along with the higher proportion of undecided, may reflect greater deliberation on the issue since it is of greater personal interest. Evidently there are a number of questions regarding access, hours, library control and numerous details which would determine opposition or support of such a policy. These would be related to the specific small area in which the combination was considered.

The second question concerning user fees was worded as follows:

> Q. At present, almost all library funds come from federal, state, and local governments - that is, from taxes. Library services are provided to the public free of charge. In your opinion, should libraries continue to provide their services without charge and be supported by taxes or should they charge small fees to the people who use library services and require less tax money?

Responses to this question are reported in Table IV - 2, and reflect general opposition to the concept, which is weaker only in the higher income, High Plains region. As noted before, the concept

TABLE IV - 1

OPINIONS ON IDEA OF COMBINING PUBLIC SCHOOL LIBRARY AND PUBLIC LIBRARY: BY REGIONAL SYSTEM

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
Favor (Good idea)	76	80	81	77	62	62
Oppose (Not good idea)	19	15	16	20	31	27
No opinion	5	5	3	3	7	11
	100	100	100	100	100	100

TABLE IV - 2

OPINIONS OF USER FEES FOR PUBLIC LIBRARIES: BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
SHOULD CONTINUE FREE	78	81	78	80	66	79
SHOULD CHARGE USERS	16	13	18	14	29	15
NO OPINION	6	6	4	6	5	6
	100	100	100	100	100	100

in general is negatively received, but responses were too general in nature to draw specific conclusions. Limited fees on services requiring expensive equipment might have met with less resistance than the general concept.

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V. AN ASSESSMENT OF THE INFORMATION NEEDS OF THE PEOPLE OF COLORADO

In previous volumes the responses to the question of information needs has been discussed in terms of the types of information felt wanted by users and non-users of public libraries, students, and non-students. From a regional viewpoint, interest in various topics and usage of the library vary somewhat, and in predictable ways.

There are a large number of factors which may have a greater influence on individual interest than the person's residence. These include such factors as sex, age, number of children, language capabilities and media orientation, status as a student or non-student, educational level, type of occupation, as well as general socio-economic status. Residence may play a role in interests such that the community may vary in the availability of materials to feed an interest. For example, the same individual's interests may vary over a period of a few years' residence in a college town as opposed to a factory town, a farming community or a major city.

Whether a person will use a library to satisfy an interest is likewise dependent on a great number of variables such as previous experience in library usage (generally obtained in the person's formal education), print-media orientation, socio-economic status, salience of the library as a source, as well as the availability of services locally.

Some topics are of great interest to a minority of people, with no appeal for most others.. Some topics are widespread in appeal. Topics of general interest -- such as psychology, philosophy, technology and society, lectures on current events and the arts, education, etc., are of far greater interest to the better educated (which generally means higher socio-economic status) or the student. This upper socio-economic bias is also true for stock market reports, general self-improvement, investing money, available schools and courses, ecology, consumer information, and a wide variety of particular topics.

Topics with a wider, more universal following include taxes, legal information, social security, raising pets, the weather, sports, and the practically-orientated how-to-do-it categories.

However, it could be hypothesized that within these categories (which are general in nature) the specific types of information would vary along similar lines. In the general area of games and sports, for example, one individual may seek a book on golf while another might be interested in bowling. A physician's information needs on the topic of taxes, as another example, are surely different from those of a farm hand.

On the basis of regional systems, variations in interest levels offer little usable information. In High Plains, for example, there are college towns as well as farming communities and resort areas. Using the massed information from the region provides an average, but is of little value to the individuals attempting to stock the libraries in these different communities.

As communities differ in their demographic make-up, their economic base, and numerous other factors, the "ideal" combination of materials and services will vary. Each community library must be considered as a separate entity with its own characteristics, and its offerings planned accordingly.

Radio stations are confronted with a similar problem in discharging their legal responsibility to serve the information needs in their broadcast area. This is attempted by a careful analysis of the community in terms of demographic and economic base, coupled with conversations with leaders of various segments of the community and citizens at large. All of this is in an attempt to find out, in as democratic a way as possible, what information nteds can be supplied by the station.

For a particular library to serve a community, a similar method should be employed, in an attempt to match the services and materials to the community at large. For the mill town this may result in a heavy how-to-do-it collection. In a college town, poetry and scholarly topics may be accented. A farming community may find a heavy agricultural collection necessary. Due to ethnic composition of a community, a foreign language collection may be in order. A library serving a retired community might accent talking books or oversized print.

TABLE V - 1

REPORTED FREQUENCY OF SELECTED MEDIA ACTIVITIES: BY REGIONAL SYSTEMS

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
HOW OFTEN DO YOU...?						
Listen to radio						
Everyday	76	76	75	73	74	72
Almost everyday	8	9	9	6	11	4
Every other day	4	3	6	4	8	5
Once or twice a week	5	6	2	9	6	5
Less than weekly	7	6	8	8	1	14
Watch television						
Everyday	72	68	76	76	72	76
Almost everyday	9	10	8	8	10	5
Every other day	6	6	8	8	3	4
Once or twice a week	9	11	6	7	9	10
Less than weekly	4	5	2	1	6	5
Read a newspaper						
Everyday	67	66	68	78	61	70
Almost everyday	9	10	4	3	14	10
Every other day	5	4	4	5	7	8
Once or twice a week	12	12	15	12	12	8
Less than weekly	7	8	9	2	6	4
Listen to a recording						
Everyday	41	39	48	40	42	44
Almost everyday	9	9	6	7	15	8
Every other day	9	9	7	11	10	10
Once or twice a week	18	21	17	16	12	12
Less than weekly	23	22	22	26	21	26
Read a magazine or periodical						
Everyday	18	17	16	16	22	24
Almost everyday	10	11	10	4	12	14
Every other day	13	15	16	8	7	12
Once or twice a week	34	31	36	39	37	31
Less than weekly	25	26	22	33	22	19

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TABLE V - 1 ('continued)

	STATEWIDE (%)	CENTRAL (%)	PLAINS & PEAKS (%)	ARKANSAS VALLEY (%)	HIGH PLAINS (%)	WESTERN SLOPE (%)
HOW OFTEN DO YOU...?						
Read a book						
Everyday	18	18	25	16	14	24
Almost everyday	7	7	6	4	7	12
Every other day	6	7	4	-	7	7
Once or twice a week	17	20	12	13	13	14
Less than weekly	52	48	53	67	59	43

Ardeth Kocourek
Martin, South Dakota

Concern: Service in South Dakota.

The situation is: few people, lots of space and low financial resources.

The need is for access to information of all kinds, to literature and cultural enrichment and to educational aids, i.e. quality library service.

The Kocourek family needs information on farming, materials for school reports, research for speeches and 4 H club activities, current information on local laws and government, religious materials, films for club programs, fiction for pleasure and materials to use with Indian students.

Some of these needs are met at home. Others are met in the community library but its open hours are short and its collection limited. The school library resources are extremely limited. The State Library, via the telephone and mail, is the best resource.

Too often people's needs get caught in a tangle of red tape caused by overlapping jurisdictional and agency responsibilities. Indians especially suffer from this.

Adequate libraries in sparsely populated areas are not financially feasible. Therefore the best Federal help would be to strengthen delivery systems, adding resources and cutting jurisdictional boundary limitations.

Questions

1. How do you, in Bennett County, know what materials the State Library has? How can you choose a book to read for pleasure?

2. How adequately do South Dakota libraries fill the Kocourek family needs? What are the effects of failure to fill them?

3. What kinds of supplementary materials will you need to teach business to your Indian adult students?

To: National Commission on Libraries and Information Science

Martin, South Dakota
August 17, 1974

From: Mrs. Ardeth Kocourek
Star Route Box 7
Martin, South Dakota 57551

Subject: Testimony for Mountain Plains Regional Hearing
Denver, 18 September, 1974

Briefly, our situation is: Few people
Lots of space
Low financial resources

our need is: Access to information of all kinds;
Access to literature and cultural enrichment;
Access to educational aids such as films;
and recordings;

i.e., quality library service.

The viewpoint from which I give you this testimony is that of a farm homemaker with six children (college freshman through first grade) living on a family-size farm west of Martin, South Dakota. Bennett County, with Martin in the center, is located along the South Dakota-Nebraska border between the Pine Ridge and Rosebud Sioux Reservations.

We have these particular types of needs for library service within our own family:

We need information on up-to-date farming methods;
We seek information on crop improvement to guide us as we test fertilizer use and new varieties of grains;
We search, often in vain locally, for material for papers and special reports the children are trying to prepare at school;
We need help in the research for speeches, skits and demonstrations for 4-H activities;
We need current information on changes in school laws, safety regulations for schools, and educational philosophy for my husband as a member of the local school board and for me as a former teacher with special interest in school business administration and supervision;
We need theological materials to supplement those in our local church library as we prepare for church school teaching and study programs;
We need films to use in Extension Homemaker Club programs within the clubs and for the public;
We need supplementary classic fiction for our own enjoyment;
And this year, I will need special supplementary materials for use with Indian adults in Community College business education courses.

Some of these needs are met within our own home as we assemble children's books, subscribe to periodicals, purchase sets of encyclopedias, and utilize Extension Service publications.

Some of these needs are met by the Bennett County Library, but it's collection is very limited and it is open only about 25 hours per week--principally afternoons. The local school libraries are extremely limited as resource centers, too.

Therefore, we must turn to South Dakota State Library at Pierre for help. It is 160 miles away, but fortunately, just overnight by mail. No, I'm not jesting!

Throughout the Mountain Plains Region people could tell you this same story over and over again--few people, lots of space! And yet, the educational level of these people is high in comparison with other areas. Maybe we've had to go farther to get it so education has become more important to us!

Along with sparse population and great distances, our own immediate area has special stresses and challenges for libraries as well as all facets of our society. We constantly find problems aggravated by the difficulty of unwinding the red tape of jurisdiction, responsibility and functions of local taxpayers, Tribal Councils, and federal agencies. All too often the needs of the individual person become lost in the tangle. Communities, and even families, are too often asked to divide themselves statistically by Indian and white, percentage-wise. Programs are set up according to these figures, preferences are determined thusly, etc.

Who is to be served by whom? As of when? Some of our Indian families move about from one home site to another with considerable regularity (or irregularity). In September they may be living on the reservation on their own allotment. By late October or November they may move to Martin. Come mid-winter, they may be off to visit some member of the family living somewhere else. In April they may return to Martin. Usually they take the children along, so a child may be in and out of three or four schools in the course of a year.

The third element of our situation--low financial resources.

Because of the few people and lots of space, the financial base for library service is extremely limited. Having large library centers close together is simply not financially feasible--but we still have those same needs as the people who live in more populous centers.

Therefore, assistance in strengthening library service delivery systems is essential. Call it what you will--interlibrary loan, library network, or library development--getting the resources to the people is, to me, of prime importance.

Cooperative planning and working which can cross boundary lines and jurisdictions to reach the "person" must be implemented with financial support on the federal as well as state and local levels if any viable system is to be realized.

Ardeth Kocourek

Rob Frye
Denver, Colorado

Concern: Filling school needs in Denver libraries

High school research assignments are often large and due within a short period so that school library facilities are suddenly overcrowded and the demand for materials is far greater than the supply. Access to the library is limited by its short hours of operation, by students' bus and job schedules and by the very full daily schedules of many students who would use the library if they had any free time during the school day.

Public libraries provide an alternative resource but they are not geared to high school needs. Again, demand exceeds supply. A few students, Rob included, use the university collection but without borrowing privileges. "After that students generally give up."

The writer has some experience using computers to gain access to periodicals and to the card catalog at Denver University and feels that the computer is an important tool for efficient access to library materials.

Questions:

1. Please describe how your friends computer program helps librarians. Is it being used now?

2. How does the D.U. catalog computer assistance work?

3. How do students feel about using microfilmed materials? Do they mind using large machines and having to use them in the library?

4. Do students help make library policy at your school? Are their suggestions for purchase welcome even if they benefit only next year's students?

940 So. Monroe St.
Denver, Colorado 80209
August 19, 1974

NCLIS
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear sirs,

In the formal invitation you sent me, I did not receive your questionaire, so I am sending you my testimony in the form of a letter.

I am a Junior at South High School in Denver, Colorado, thus my point of view will be that of a teenage boy. I have noticed, as a student, that teachers do not give out research assignments very often, but when they do give them out, they are often very large assignments. Their size and the fact that they are quite often due within three weeks makes the library at school quite crowded. This creates a heavy demand on materials. Even when materials are availible, they are either too general or too specific to do much good.

Also, the school library can't be used by certain students who must go immediately from school to a job each day, who ride buses, or can't use the library on the short after-school hours it is open. My school's library is set up so that if you have a free period, study hall, lunch, etc., you may go use the library. Some students have none of those in their schedules.

When students are out of possibilities at school, many go to the public librar. I have found that this often does not help, because I have found that public libraries are not geared to high school-level research. Also, if you could find some good material, there would be so many other students wanting to use the same material that you couldn't really get at it.

As a final resort, students will often go to private libraries which they are permitted to use. I occasionally go to the Penrose Library at the University of Denver. There, one may do quite a lot of research. However, only D.U. students may borrow books from there.

After that students generally give up.

I believe that what I have stated thus far is true for most high schools in the Denver area.

Another important area is the use of the computer, microfilms, etc. I say important to mean important to this hearing and testimony. I do not know much at all of what is happening in the way of microfilms except that we do have some microfilmed magazine articles at our school. I do know some of what is happening in the use of computers, basically because I use computers extensively at D.U.

A friend of mine has done a little work on a program to help librarians, mostly. It is basically a computerized version of the standard periodical index, only it is quite a bit smaller and does cataloging only by subject.

A professor out at the University of Denver is working on a program or set of programs known as ERIC - an acronym for Educational Resource Information Center. It is a very extensive cataloging system, and I feel it could be quite useful as a much broader tool.

At the Penrose Library at D.U., the computer is used as a tool to help people use the card caralogs and other items in the library. I feel that this, too, is a very good idea.

I thank you very much for the opportunity to testify.

Sincerely,

Rob Frye

Rob Frye

Alex H. Warner
Boulder, Colorado

The writer teaches reading to children in a large low-income housing project in a "school-after-school." The childrens' room and media center of the Boulder Public Library are important elements in his program. The children find in their visits to the library and attendance at library programs pleasant experiences in the world of books. Through carefully chosen materials borrowed from the library they find interest in reading for enjoyment and incentive to learn.

Mr. Warner recommends that libraries should:

1. Establish small branches in housing complexes and equip them with audio-visual materials and personnel to encourage their use.

2. Send bookmobiles into low-income housing areas to loan books and show movies and video-tapes.

3. Set up programs for children in hospitals, for shut-ins at home and for the mentally handicapped in centers treating them.

4. Cooperate with city parks and recreation departments to tell stories, read books, etc., as part of their programs.

Questions:

1. For what age group is your program most effective? How many children are in your school. Who refers them to your school? How do they graduate?

2. How large is the staff of Boulder's Childrens' department? What other special programs does it run? Do the movies you use belong to the library or are they borrowed from a regional center?

3. How does it happen that Boulder has such a resourceful library? What is the nature of its public relations program?

ALEX H. WARNER
602 SPRUCE STREET
BOULDER, COLORADO

August 8, 1974

Dear Sirs:

Here is my "written testimony" you asked me to submit prior to your "Mountain Plains Regional Hearing on 18 September 1974 in Denver, Colorado."

I am pleased you are having such a hearing and plan to be there.

Thank you for giving the citizens of this region such a chance.

Sincerely yours,

Alex H. Warner

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602 Spruce St.
Boulder, Colorado
80302

Written Testimony for the Mountain Plains Regional Hearing
of the National Commission on Libraries and Information Science in Denver Colorado, on 18
September, 1974

Sirs: As a patron and former university teacher and member of the Boulder Public Library Commission, I am pleased to have the chance to submit my testimony about the needs of library services in our region. I shall address myself to Topics 1 and 4 since I think they have to do with my work with the Black, Mexican-American, American Indian and Anglo children, who live in the first large low-income housing complex to be built in Boulder, Colorado. Here these children must adjust to life in this complex while they learn how to become a part of a city of some 70 thousand citizens.

I have discovered how humiliating and frustrating it is for a child to be a poor reader. Far too often too many are illiterate at the age of 8 and semi-illiterate by 14, and may become dropouts. These children along with many more I know could have learned to enjoy reading at an early age and would not feel embarrassed and ashamed when they see the printed word. I believe we are now doing something constructive about this urgent problem through the programs our public library offers.

I became a member of the Library Commission because of my volunteer work with children in the low-income areas of our city. First I started and ran for three years a "school-after-school" in a Quonset hut for an O.E.O. Community Action Center located in a city park. And now, again as a volunteer, I have taught for over 3 years in a similar school in a three-bedroom apartment in the 150 unit low-income complex mentioned above. In both places I have worked with Blacks, Mexican-Americans, Anglos and American Indian children and have learned about their continuing need for encouragement in reading.

I have discovered how important libraries can be in encouraging these children to read. Library programs show them that libraries can be pleasant and enjoyable places to visit and, in turn, reading books is not a frightening or even baffling thing to do. Therefore, I believe libraries must and can better serve these low-income children.

Many of the children I have worked with, especially those who are bilingual, are often confused and embarrassed when they first meet the printed word. I have discovered that many often think themselves inferior when they cannot quickly master the reading skills taught in our public schools. They feel "left out." Their parents wonder and worry why some of their children must be placed in "special education classes," where, as one child who was in such a section told me, "That's where they put all us dummies, isn't it?"

In working with these children I have set up small libraries in our "schools-after-school" and supplied them with carefully chosen books, film strips, a tape recorder and cassettes, all generously lent to me by our public library. The children, who at first were skeptical and withdrawn about these new things, were gradually drawn to them. They were beginning to discover one principle I believe in: Reading can be enjoyable, not just a chore.

Once a week our children and the staff of volunteers visit the excellent children's room in our main library where we are welcomed by a pleasant and understanding staff. After we watch carefully selected movies, those the staff and I believe to be superior to most of the second-rate fare children watch on T.V., we read books to each other, then choose our own to take home or back to the small school. In the library the child discovers the many fascinating trade books on all kinds of subjects in contrast to the rather limited text books he uses in the public schools.

I first noticed how few library books a child would check out -- than gradually more and more as the child began to get over his fear and dislike of reading.

The school's staff and I discovered how these changes began to affect the children's work in the public schools. "why was your reading score much higher this Fall than last Spring?" a public school teacher asked one of our children. "I just read about animals all summer long," said Robert. He didn't realize how we, and especially our children's librarian, had quietly encouraged him to tie his interest in animals into books. Or another child turns to you suddenly and says, "Hey, I can read now." Again he doesn't know how we work with him, sometimes for many months, by first reading aloud to him each day. Then we encourage him to use our small school library. All along he has been going to the public library children's room, where he can chose *his own* book or books that interest *him*, ones he is not required to read or report on.

We begin to notice that many of our bilingual children gradually lose their sense of feeling inferior because they speak two languages or speak with an accent. Through simple books in Spanish we have encouraged them to teach us Spanish. When they discover our accents as we attempt to sound out the difficult pronunciation of certain simple Spanish words, we can laugh together over our own shortcomings rather than be embarrassed by them.

As you can see, I firmly believe that public libraries are one important place for children to begin to enjoy reading -- not fear it. Thus I would make the following recommendations: Libraries should

1) expand into low-income housing complexes, especially larger ones and those located far away from any library.
2) set up a small library in the complex and help people living there to run it.
3) Encourage children to come to this small library where volunteers as well as paid personnel can read aloud to them, tell them stories, and show them how to use special equipment such as tape recorders, cassettes, film strips, and portapacks for making video tapes. (These video tapes can be shown on a T.V. in the main library, on the Public Access and Local Government channels of Cable T.V., and one would hope the Educational Channel as well.)
4) Encourage families living in these units to bring their children to the small library and to the main library or its branches. (Far too many low-income people do not know what a library can offer them and their children. I consider this to be the fault of

libraries who take for granted much too often that practically everyone knows about their existence.)

5) Send bookmobiles to low-income complexes and there, besides checking out books, show movies, video tapes, etc.

6) Set up programs for children in hospitals and those who have to be shut-ins at home. (Our Boulder Public Library has a successful program for the elderly. Why not for children who are ill?)

7) Set up programs for children in centers for the mentally handicapped, again bringing the outside world to these children.

I base my next recommendations on the fact I think children can learn while they play and entertain themselves. Since one of our "schools-after-school" was located in a city park, I had a good chance to observe this and was pleased when one educator called us a "learn-play center."

Thus libraries should cooperate closely with the Park and Recreation programs in their cities. The Library staff

1) Should pay at least weekly visits to city parks where they and volunteers can read books and tell stories to children, show films and video tapes in shelter houses. (If no shelter house exists, I suggest tents which children can help put up.)

2) Should meet with the members of the Parks and Recreation Department to discuss ideas on how their departments can cooperate better in educating children.
A few suggestions to be discussed and, I would hope, implemented:

   a) Take some of the excellent ideas offered in European Adventure Playgrounds and incorporate them into their programs -- ideas such as using books, films, video tape and Cable T.V. to show children how to construct things in the Building Playground, a part of the Adventure Playground. Tie books and films in with the care of animals, gardens, the natural surroundings, etc., to be found in such playgrounds. Use portapack equipment in making video tapes of activities.

   b) Establish a small library in each recreation center to encourage children to read about their favorite games and sports and to provide books for children just to read while they relax.

c) Teach children how to use portapack equipment to make their own video tapes of sporting events both indoors and outdoors. These tapes can be shown on the Public Access or the City Government channels of Cable T.V.

d) Set up puppet shows in city parks and recreation centers. The shows, with children as the directors and producers, can play in the children's room of the libraries.

Finally, I suggest that many of the new programs mentioned above can be financed from city, state and federal funds. They should have a high priority since, as I said before, the earlier you begin to interest and help a child in reading, the better it will be for all concerned -- parents, teachers and thus society.

I must repeat that so much of what I try to do with children could not be done without the backing and encouragement I receive from our local library with its exceptional children's room and its new media center. I highly praise the support from our chief librarian, Miss Marcelee Gralapp, who asked me first to be on the library commission and who, along with her staff, constantly brings up new ideas and listen to other ideas the patrons make.

Thank you again for your NCLIS program and for asking me to contribute to your hearing.

August 8, 1974

Hazel Davison
Washington, Kansas

Until such time as public libraries are able to serve the everyday needs of the huge majority, Federal funds should not be used to set up a national network to meet the needs of a small minority. Most of these latter people know how to get the information they need and network costs to serve them would be astronomical on a per-user basis.

The first priority should be grants-in-aid to local libraries for personnel, materials of all kinds, government publications, financial services, films and other special programs, bibliographies and library tools and for construction.

Priority grants to library systems should be for interlibrary loan systems, services to the disadvantaged, consultants to smaller libraries and for books.

The rights of the few people in rural areas for good library service are as important as the rights of city people and more important than those of the few who want access to specialized information.

Report to the National Commission on Libraries and Information Science

From: Hazel N. Davison - Occupation: Farmer and Cattle Feeder
Washington, Kansas 66968

The library needs of a huge majority of citizens are needs that should be available through their local public library or through direct access to a systems network within the state. Because of their low taxing base, city libraries serving small towns and the rural population are financially limited in the services they can provide. Any increase in their library service is of benefit to all the population and therefore an economical use of funds.

Until such time as the public libraries in the nation are able to serve the everyday needs of the huge majority, federal funds should not be used to set up a national network of libraries and information science to meet the needs of a small minority. Those who would have need of such a service are probably situated where they know where and how to obtain the information needed and the cost of providing this information through a national network would be astronomical on a per user basis.

I suggest that in order to readily locate a book not available locally, the federal government should finance or help to finance within each state a computerized union catalogue. Cooperative agreements with neighboring states could be negotiated. Later this could be tied into a national network if necessary.

However, the first priority of federal funds should be grants-in-aid to local public libraries and library systems for the following purposes:

Local libraries to provide for:

1. The hiring of trained library personnel whose salary is beyond the reach of libraries in small towns.
2. To add to the services of local libraries to meet the increasing needs of local patrons whose demands are becoming more sophisticated.
3. For the purchase of more books, newspapers, periodicals covering a wide range of topics, news magazines, records, art prints, paintings, sculpture, toys, especially educational toys for the disadvantaged, and to finance special programs for the pre-school disadvantaged. (Most small towns have no Head-start or nursery schools available.)

4. Coverage of government activities including the Congressional Record and quarterly reports. Reports covering exports and imports of agricultural products, world supply and demand (to allow farmers to make an educated choice of crops to plant) and journals reporting the results of agricultural research and livestock feeding.
5. Financial and investment services.

6. Periodic presentation of films and other special programs.

7. Bibliographies and the library tools necessary to know where and how to locate or order the information requested.

8. Library construction and equipment.

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Systems Centers need funds to:

1. Maintain their interlibrary loan and communications system to provide access to resources of other libraries, especially for the benefit of small libraries.

2. To continue to innovate and implement services for the users of small libraries and rural population, especially those physically unable to use the library and the disadvantaged.

3. To make available to small libraries the techniques and skills of specialized personnel.

4. To increase book collections and to replace worn out volumes.

A national network is necessary only to make available very specialized information which would be used by a small minority, all other should be available in each state at the very least. Therefore the urgent need is to serve the huge majority by providing funds to build the book collections and the other services of the public libraries as well as the libraries of schools and universities.

Public libraries, open for free use by all the public, are a means of continuing education and recreation as well as information. I believe that the 9800 county population having access to my local city library and the library system to which it belongs has as much right to good library service as the population of a large city and I believe this right is far greater than making specialized information readily available to a select few.

Small communities and the government are encouraging students to return to their local communities after graduation from college or university if work or business opportunities are available. They would like to reverse the trend of country population to cities.

A good library does much to attract people to a community and adds to the cultural opportunities.

Hazel R. Larson

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James Marvin
Librarian
Topeka Public Library
Topeka, Kansas

Realistic and innovative cooperating endeavors between libraries are needed that are not financially confiscatory for participants or dehumanizing to users. We need solid research on the limitations and advantages of cooperation.

Local financial wells are going dry. States have been forced to increase their aid. We are going to need Federal financing directly to libraries, not to by-pass state agencies but to fill the need NOW.

Measures are needed to speed the production of bibliographic data and cataloging information on new titles.

Access is needed to continuing education opportunities. Financial assistance is still needed to encourage library school enrollment of minority group members and impoverished persons.

Research is still needed on how people use libraries, on the impact of library materials on their lives, and to learn why people don't use libraries.

Questions:

1. The larger the network, it seems, the more technical the procedures required to use it. What do you recommend be done to keep network users from feeling dehumanized by the system?
2. What criteria should be the basis for Federal funding direct to the libraries?
3. If local funds are no longer able to support community library service, where does financial responsibility for those libraries now lie?
4. What obligations can be required of a community in order to receive outside funding?

TOPEKA PUBLIC LIBRARY
1515 WEST TENTH STREET TOPEKA, KANSAS 66604
AREA CODE 913 CENTRAL 5-2307

August 20, 1974

Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt: Re: Testimony

It will not be my purpose or attempt to submit massive documentation or lengthy philosophies regarding the needs of libraries and the appropriate governmental roles, at all levels, in their support and development.

Rather, I would make a few remarks, based on my 22 years in library administration, and overlapped by five years of teaching in a graduate library school.

1. Cooperation

In my opinion, there can be no area of librarianship and library service which will be more important, more frustrating, and more demanding than this. Soaring costs, complex needs for information of all kinds will combine to demand that realistic and innovative cooperating endeavors be implemented, endeavors which are not financially confiscatory for the participants, nor demeaning or dehumanizing to those involved. We need more than networking, we need solid research on the limitations and advantages of cooperation-certainly including the physchological disciplines.

2. Finance

No one should think that state legislatures have gratuitously upped state aid to public or other kinds of libraries out of any sort of eleemosynary feeling, or convictions that federal funding has been so good that it should be duplicated at the state level. On the contrary, we have wrenched and torn this money out of the states! The local financial wells are going dry, as sources of new funding, and much state aid has the effect of offsetting local or federal funding. (See Kansas, for ex.)

I think we are going to need continuing, solid federal participation in the financing of public and other kinds of libraries - and that such financing should literally be mainlined to library units, where possible, in much the same way that funds go directly to cities and similar governmental units. This is in no way meant to slight state library agencies, but to emphasize the kind of money, and the intent, which our libraries require NOW.

3. Bibliography related to cataloging

The proliferation of titles published, and the myriad and multiplicity of publishers and sources of library materials will probably intensify over the coming years - certainly it will not diminish. The enormous problem for libraries remains the delay in determining bibliographic data, and related cataloging information, for that material which arrives new at the libraries. I feel this is some sort of rational holocaust which the Commission can deal with!

4. Education for librarianship/continuing education in librarianship

An old lament, but library schools' course offerings need beefing up for both the new and old realities; library schools should work together in the same way that libraries must; and librarians in the field, particularly in smaller units of service where a sophisticated in-service training weaponry will not be available(communities under 100,000 pop?), must have access to continuing education opportunities- planned, organized, effective, meaningful. Also, financial assistance is STILL needed, in spite of overflowing graduates, to encourage minority enrollment in our library schools - and to encourage other equally deserving, although financially improvident, prospects.

As a footnote here, I would mention that directed research in how people use libraries, the impact of library materials on users, why people do not use libraries, etc. should be undertaken by our major research oriented library schools, in conjunction with other disciplines, libraries, and so forth. We continue to use hunches to substitute for demonstrable facts. I grow weary of excessive reliance on administrative intuition.

In closing, I would add that, as chairman of Kansas' urban and system library administrators, it has seemed too large a burden for me, and unfair to them, for me to act as their spokesman. They are articulate, highly individualistic, talented, and capable of presenting their cases. The remarks above are pretty much out of the whole cloth of my library existence, and probably somewhat personal at that.

Sincerely,

James C. Marvin

James C. Marvin, Librarian
Topeka Public Library

Margaret Teachout
Standing Rock Tribal Library
Fort Yates, North Dakota

Mrs. Teachout will represent the National Indian Education Association whose President, Rick La Pointe, sent the appended testimony. Mrs. Teachout is coordinator of the Standing Rock Tribal Library.

The Sioux reservation covers more than two million acres in two states and has approximately 5,000 people in seven communities. There are few roads, phones, radios or televisions. The median family income is $3,000.

Standing Rock Sioux Tribe, through a contract with NIEA, set up a headquarters library in Fort Yates with three school/community branches in other areas. NIEA trained the staffs on-site. Services include a free newsletter delivering both information and news, a free directory of reservation services, radio and television programs, video-tape facilities for recording local history and for teaching and traditional story hours, festivals and craft classes.

Difficulties have included resistance to what is interpreted as non-Indian institutionalization, the necessity to retrain staff members who come from other areas, insufficient on-going funding which has meant cut-backs in both program and staff, misunderstandings over responsibilities of the supporting organizations, lack of access to creditable materials and hesitance of the people to come to the library.

Mrs. Teachout recommends to NCLIS:

1. Greater visibility of Indians through participation in national organizations including NCLIS.

2. Legislation to fund services that are the right of Indians by treaty.

3. New programs and policies which include analysis of problems and possible actions by Indians themselves.

Questions

1. What financial and community support lies in the predictable future of the Standing Rock Library?

2. How would you order the expenditure of new funds for your library? Should personnel and the services they perform have priority on funds or do you need most to build your collection of appropriate materials, including those that can be given away freely?

August 15, 1974

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601, 1717 "K" Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt,

As requested by the National Commission on Libraries and Information Science, I am submitting to you the enclosed personal statement on some of the needs of Indian people for improved library and information services.

Sincerely,

Margaret Teachout

Margaret Teachout
Community Library Specialist
and Acting Coordinator
Standing Rock Tribal Library
P.O. Box 117
Fort Yates, North Dakota 58538

Enclosure

STATEMENT OF

MARGARET TEACHOUT, ACTING COORDINATOR

STANDING ROCK TRIBAL LIBRARY

I. Personal Background and Introduction

I am Margaret Teachout, an enrolled member of the Standing Rock Sioux Tribe. I am serving my people as the Community Library Specialist and Acting Coordinator of the Standing Rock Tribal Library which is located on the Standing Rock Sioux Reservation.

This paper represents my own views, those of the Standing Rock Tribal Library staff, and many of the approximately 5,000 members of my tribe currently living on the reservation. This paper, however, does not pretend to represent all of the enrolled members of the Standing Rock Sioux Tribe of which another 4,200 live off the reservation, nor does it necessarily reflect the views of the Standing Rock Sioux Tribal Council.

The purpose of my comments is to share with you many of my experiences and observations regarding the past and current lack of library and information services on my reservation as compared to the relative abundance of similar services in the non-Indian communities where I and my family have lived. Through this testimony, I hope to bring to your attention many of the yet unmet needs of ~~my~~ our community.

II. Growth of Personal Interest in Library and Information Service

Throughout my youth while attending Bureau of Indian Affairs boarding schools on the Standing Rock Sioux Reservation and in other states, it was my unfortunate experience much like that of other Indian students, not to have access to nor the benefit of materials about my Indian heritage. Indian teachers and other school personnel were missing. And we were physically punished when caught speaking our own native languages. Needless to say we suffered severely from the lack of such vital survival skills and information. While I was fortunate to have been raised in a traditional family where the ways of my ancestors were daily practiced, many of my Indian friends could not fall back on similar supporting life styles and beliefs because their families had died before they were able to transmit their language and customs. When engulfed by the dominant culture and punished without forethought, many students soon forfited what remained of their heritage.

Following my second marriage (which was to a non-Indian), I began living in many non-Indian communities where I was suprised to find information about my people in libraries. There was also an abundancy of life coping information there which had never been available on my reservation. Until 1972, only one library had existed on the reservation and that one was located in the Fort Yates BIA high school. Unfortunately is was not open to the community.

Upon returning to Standing Rock in the late 1960's I was forced to get reading material from communities off the reservation. In 1967, when I began working as an aide in the Fort Yates High School Library, I hoped to find many good things. However, soon I discovered much to my horror that only a handful of books on Indians were available, and those that were there seemed to be written for small children.

As time went on, young people who had received their formal education in non-Indian schools off the reservation began returning to Standing Rock to help plan for a better future. Two of my sons were among those first to return. David Gipp, the current Director of the American Indian Higher Education Consortium in Denver, was employed as the Tribe's Director of the Office of Planning and Development. The second of my sons to return, Robert Gipp, is Standing Rock Agency's Adult Education Director and a member of the Standing Rock Community College Board.

All of the young planners deeply sensed the great need for good libraries. With the help of the National Indian Education Association Library Project staff we began in 1971 to survey community needs and set up libraries to meet our needs.

III. Introduction to the StandingRock Sioux Reservation and Some of its Problems

In addition to the lack of library and information services to the over 5,000 Lakota and others living on the Standing Rock Sioux Reservation, many other critical problems daily face us.

The reservation covers a total of 2,332,438 acres; with about one-third of the land in North Dakota and the remaining two-thirds of the land in South Dakota. No bus, train, or plane routes connect the seven geographically isolated Indian communities on my reservation (ie., Fort Yates, Cannonball, and Porcupine in North Dakota, with Bullhead, Kenel, Little Eagle, and Wakpala in South Dakota). Only a sparce network of state and county roads which are in constant need of repair connect the reservation to urban centers. With the exception of Fort Yates, all other communities lie outside this road system. Phones, radio and televisions are rarely found in many of our homes. We're also handicapped by inadequate transportation, sanitation, educational facilities, often are without water and electricity, and are in need of employment. The median family on my reservation brings home less than $3,000.00 annually. This alarmingly low figure is also well below the established national poverty level. We make up over 85% of the yearly unemployment figures for our reservation. Eighty-percent of all our incomes are derived from federal programs, most of which are only temporary and must be reviewed for possible renewal yearly. Nearly three-fourths of our ~~my~~ people receive some form of welfare assistance each year. Of those of us who live in the Bullhead District, 90% or more receive welfare during the winter months when we are often isolated by winter storms.

As of June of this year we have been without the services of a full-time doctor and professional medical staff at the fully equipped Indian Public Service Hospital in Fort Yates. We must travel, therefore, on an average of 80 miles to the nearest staffed hospital. Alcohol and malnutrition are perhaps the two most important health problems facing us.

Due to the inadequate and remote educational facilities for accomodating our increasing number of school age students, over 50% of the ninth grade students who enroll in the Fort Yates Community High School do not graduate. The dropout rates for the remaining six Indian communities are often higher. As for student performance levels, an average of 87% of Indian students at Standing Rock fall below the national average in reading vocabulary, 85% below in arithmetic fundamentals, and 90% below in English and grammar.

IV. Standing Rock Tribal Library

Within two years after the Standing Rock Sioux Tribe drew up a contract agreement with the National Indian Education Association to set up libraries on the reservation, many of us were given technical on-site training in the daily operation of a library, headquarters for the Library Project was set up in Fort Yates which is also the center of Tribal government activity, and three branch school-community libraries were established and staffed in the districts of Cannonball, Bullhead and Little Eagle.

The Tribal Library strives to identify and meet the informational needs of the Indian residents of our reservation by securing accurate information in forms that all can use at times when they want to use them. Unlike traditional libraries, our library is concerned with offering only the most creditable and oftentimes unavailable information. We focus on a wide range of reading level materials; often creating our own print and non-print information in the absence of vital sources and formats in languages which can be easily understood and used in our communities.

Some of the many successful program elements of the Standing Rock Tribal Library include such things as: (1) rapidly increasing circulation in each of our four libraries; (2) the Standing Rock Tribal Library Newsletter, published weekly and delivered free of charge to all reservation residents, provides life coping information such as who to see for help with specific problems, how-to-do-it skills, employment assistance, social, educational and sporting programs, description of Tribal and Agency programs, meetings and elections, book reviews, poetry and others; (3) a weekly 10 minute public service radio broadcast reaches those with similar information who live in isolated areas who would otherwise remain unserved; (4) a Directory of Services Available on the Standing Rock Sioux Reservation which was recently published and distributed free of charge to all families on the reservation, provides in one unit basic information on the reservation, its government, programs, businesses, educational and communications programs, etc. Via this service we hope to help each person improve his/her life by cutting some of the "white" tape which is so deep on every reservation; (5) SRTL was instrumental in setting up in 1973 a 30 minute public service television program, "Indian Country Today," which is produced by Indians for Indians, and portrays Native Americans many on-going positive concerns and contributions; (6) our videotape unit attempts to record local history as it's being made for use by current and future generations. It enables students to study traditional ways in their calssroom, view themselves and their communities in decision making which affects our lives, records tribal government meetings, is a vital oral history devise in transmitting our heritage, customs and language, is used by coaches in improving athletic programs, and is used by the community inorder that they can witness their own growth; (7) reading programs, story hours, film festivals, cultural shows and lecturers, in addition to Lakota arts and crafts classes are additional successful program elements of our libraries.

Major difficulties encountered by the Library Project include some of the following: (1) eventhough the program elements cited above have met with success, too often they have appeared to some traditionalists as being another example of a non-Indian institution being transplanted without strong translation to the local setting (ie., overdue book notices mailed monthly to patrons "jar" our borrowers. A person-to-person approach has proven to be much more successful); (2) the majority culture's definitions of "business-like" and "professional" librarianship are outmoded and devistating within our reservation.

Training local paraprofessionals on-site has allowed us to continue to focus on our own needs and not transplant the needs of another community to our setting; (3) staff problems have resulted from our inability to secure necessary on-going funding. We have written six proposals to various state and Federal Government agencies, however not one of them has been funded this year. Vine Deloria, Jr., an enrolled member of our tribe, eloquently explains this phenomenon in one of the many new books, We Talk, You Listen: [1]

> "We have understood that until the foundations and organization...recognize Indians are an intrical part of American society, we will continue to get nothing (or only left-overs) because we're not a familiar item on your agendas."

Lack of adequate funds has also caused us to eliminate valuable programs, sometimes cease developing our own materials which we cannot secure from publishers and other sources, and even caused internal misunderstandings as unnessary frictions developed due to varriations of powers, salaries, and duties when all of us are entrusted with professional responsibilities. Too often our personnel are funded by numerous Tribal manpower programs each having its own guidelines and boards in addition to the Library Project's Board. This uneven staffing by its very nature and imperminancy is at best ineffective and not condusive to the development of common goals and loyalty with the libraries; (4) the lack of easy access to creditable material on the reservation and my people has forced us to devote many man-hours to developing our own resources; (5) and due to the relative newness of our library and its services, many of our own people remain hesitant to approach us. Home visits are therefore being made to determine their unique needs.

V. Recommended Areas for Future Changes

In my opinion one of the keys to developing and operating successful library and information services in Indian communities will be found in the application of the word "standards." We should not waste valuable time thinking in terms of "higher" and "lower," but rather in "different" attitudinal approaches to reaching our common goal of meeting the unique needs of each of the Indian communities in this country.

Following are my recommendations of things you can do to improve and insure that library and information services are provided to all Indians as our treaty right by the Federal Government:

1. It is imperative that we be visible as well as heard within the Federal Government and its various national commissions and organizations such as the National Commission on Library and Information Science, the Federal Government's main library and information service agency to date. No longer will we wait for another specialist or a government official to tell us what will be good for us and our unborn in terms of services. We have the expertise within us to

formulate plans and programs on both the national and state levels. We must become an intrical part of the decision-making bodies within the N.C.L.I.S.

2. Your board should assist in developing state and federal legislation supporting the fact that library and information services are among those educational services promised by the Federal Government when they signed the Treaty of 1868 with the Sioux Nation at Fort Laramie, Wyoming. Neveragain will we then have to be subject to the daily whims and vendettas of those competing for the same crumbs.

3. We must also have new programs and policies which will summon support for daily commitments from the state and national levels to insure Indians receive library and information services, and not more policies unconsciously or otherwise patterned for crises situations only to die the next week. A thoroughl analysis of every area in which there are problems in delivery of library and information services to Indians needs to be undertaken. Then, through our own intrepretation of ourselves and the problems, we can assist you in developing and choosing those paths of action which will best be achieved.

V. Closing Remarks

In closing, I would like to leave you with a statement which was made by one of ~~my~~ our peoples wisest religious leaders, teachers and poets, Sitting Bull. When speaking on behalf of his grandchildren and those yet to be born in the late 1800's before a gathering of his friends and relatives on the Standing Rock Sioux Reservation, he said:

> "Our minds are again disturbed by the Great Father's representatives...the interpreters and the favorite-ration-chiefs. What is it they want of us at this time?...They are again telling us what they intend to do if we agree to their wishes...We are dying off in expectation of getting things promised us.
>
> "One thing I wish to state at this time is, something tells me that the Great Father's representatives have again brought with them a well-worded paper, containing just what they want but ignoring our wishes in the matter. Our people will not be blindly deceived.
>
> "There are things they tell us that sound good to hear, but when they have accomplished their purpose they will go home and will not try to fulfill our agreements with them." [2]

As our leader, Sitting Bull has spoken in ages past, you of the National Commission on Libraries and Information Science have said that you truly wish our participation in developing a nation-wide program to insure improved library and information services to Indians. We have provided you with these things which you have requested. And now, we wait hopefully and yet with much caution for your response and future actions.

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[1] Vine Deloria, Jr. We Talk, You Listen: New Tribes, New Turf (New York, Dell Publishing Company, 1970), p. 23

[2] Shirley Hill Witt and Stan Steiner, eds. The Way: An Anthology of American Indian Literature.(New York, Alfred A. Knopf, 1973), pp. 20-21.

STATEMENT OF

RICK LA POINTE, PRESIDENT

NATIONAL INDIAN EDUCATION ASSOCIATION

The National Indian Education Association has been conducting a Library Project with cooperation of three tribes* for the last three years. As the largest research and demonstration unit in the area of Indian librarianship, I believe the National Commission should have the benefit of the statements published in NIEA's recent annual report.

1. Indian people do make use of library and information services, if available. Data collection indicates use to be equal or in most cases better than the national average. Three areas appear to receive highest use: survival skills, Indian heritage, and school related use.
2. Libraries and librarians lack understanding of how to best serve Indian people. Despite good intentions, librarians are unable to meet Indian information needs because of lack of contact and unfamiliarity with Indian society and culture.

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* St. Regis Mohawk Tribe, Hogansburg, New York
Standing Rock Sioux Tribe, Fort Yates, North Dakota
Rough Rock Community, Rough Rock, Arizona

3. Indian people have failed to insist on library service because they have not been exposed to it. At each site the Library Project has had to show what library and information service is and what it can do for Indian people. As more are exposed, demand continues to grow.
4. Differences exist among Indian communities and these differences must be reflected in library and information services. Each community served by the Library Project has different goals and world views. No one plan or program of services will be able to meet all Indian needs.
5. Local Indian control and commitment are essential. The success of each site is directly related to the commitment of local leaders and the degree of local input.
6. Materials vitally needed by the communities do no exist or can not be located using local resources. Indian communities are not a good location in which to find selection tools. For this reason Project Media, another project within the National Indian Education Association, was begun this year to collect and evaluate available materials. In addition, locally needed, commercially non-available materials

must be produced by libraries serving Indian people in a language and format locally useful.

8. Indian personnel are necessary for successful Indian library and information services. Both professional and paraprofessional people are required. It is our opinion, given the small size and isolated locations of Indian peoples, that first priority should be given to training paraprofessional people in their local community.

9. No responsibility for Indian library and information service exists at the present time. We have found state and local governments to be reluctant or prohibited by law from using tax monies to support library and information services on tax free lands (reservations). The Federal Government has no specific program to provide Indian people with library and information service. It could be that the Federal Government is not living up to its treaty obligations to provide health, education, and welfare, including library and information services, to Indian people.

Other people are for more able to discuss the specific information needs of Indian people. I would like to address my remarks to the challenge and opportunity to support a program to provide information to Indian people.

As Indian reservation land is held in federal trust, state and local property taxes are not assessed. State and local governments are therefore reluctant to use tax money to support activities in tax free areas, such as Indian reservations. The State of North Dakota, for example, prohibits granting state or federal moneys under state control to non-state chartered governments (ie., tribal councils). Further, western state librarians meeting last year stated they felt they should not be made responsible for serving tax free areas. Obviously, state and local government is not a place to look for support.

The historical locus of support for Indian programs is the Federal Government. At the present time, the Federal Government provides funds for services normally paid for out of state and local tax money. The rationale is that the Federal Government by signing treaties accepted a responsibility to provide health, education, and welfare to Indian people as a partial compensation for acquiring Indian land. Examples of federal support include education, roads, the Indian Health Service, and many other programs.

In the past, four federal agencies have provided minimal support for Indian libraries. The Bureau of

Indian Affairs supports about 65 professionally staffed libraries in its 218 schools. It also granted around $125,000.00 last year for library materials under its Title II Program. So far as I know, these libraries serve only the school needs in the communities where they exist.

The Office of Indian Education and Revenue Sharing both allow funds to be spent on libraries. Amounts to date have not been significant due to other pressing needs which have higher visibility among tribal councils and education committees.

The Division of Library Programs has supported some demonstration programs, including our own Library Project, under Title II of the Higher Education Act. This program has been the most generous program for Indian libraries ($311,880.00 FY '72), but its goal is research and demonstration not normal operations. We can not look to it as an answer.

ESEA-II ($215,000.00) and LSCA ($298,157.00) monies represent the second and third largest amounts of money spent on Indian libraries. Yet they also represent only .5% of their respective budgets. This figure is equal to our U.S. Indian population percentage—.5%. It seems significant to me that the part of the budget spent on Indians is not higher than the population quotient in programs designed to serve the unserved and disadvantaged. Another problem with LSCA and ESEA is that they operate on a trickle down theory through state and local non-Indian government. Often some or all of the funds evaporate before reaching Indian hands. All monies for Indian programs should be spent under Indian control. Finally, LSCA is not designed to work without local matching funds. It is not likely that Indian people will ever voluntarily give up their rights so that such money will be generated. Funds in lieu of local sources of support will have to be provided as a federal treaty responsibility.

The challenge is here. Indian people require a library and information system that meets Indian needs. The National Commission on Libraries and Information Science has a great opportunity to develop and promote a workable long-range program. We, at the National Indian Education Association, stand ready to assist in any way that we can to develop the best possible program. Until such a program is initiated, the National Commission should urge a 5% Indian set aside of all existing library program monies. This would insure funds for spade work to initiate further planning and demonstration programs. It should also result in state agencies spending some of their funds in Indian communities and under Indian control.

NATIONAL INDIAN EDUCATION ASSOCIATION
3036 UNIVERSITY AVE., S.E.
MINNEAPOLIS, MN 55414
PHONE: 612 378-0482

August 15, 1974

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601, 1717 "K" Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt,

I am pleased to be able to present the enclosed statement on Indian library needs to the National Commission on Libraries and Information Science.

Sincerely,

Rick La Pointe

Rick LaPointe
President
National Indian Education
Association

RLP:sas

Enclosure

Ms. Margaret Goggin
University of Denver
Public Relations Office
Denver, Colorado

Ms. Goggin will present a group of students who have studied the national program as a part of their class work this summer. Since she is also the principal investigator for the SALINET project, a press release is attached for the Commission's information. Any questions about this project might be asked of her before the students begin.

The Satellite Library Information Network (SALINET) is to be a passenger on a NASA educational satellite with ground stations in twelve states. NASA has given "designated user" approval but funding is not yet available. Sharing support are the Federation of Rocky Mountain States, the Mountain Plains Library Association and the Bibliographical Center for Research.

Primary goals of the project are: (1) improving individual and organizational capabilities for getting information; (2) demonstrating and testing cost effectiveness in using technological advances to disseminate information; and (3) developing user markets for information utilizing satellite distribution.

SALINET will be used to help individual users, to transmit bibliographic information and to train library staffs for a total of 50 hours of programming per year.

university of denver
PUBLIC RELATIONS OFFICE • DENVER, COLORADO 80210
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A satellite parked high above the earth may soon bridge the gap between what people need to know and the nearest point for finding out in sparsely settled areas of the West.

A group meeting in Denver this week described plans to use the world's most powerful communications satellite as an extension of local library resources for residents of 12 mountain and plains states.

The national space agency, the multi-state Federation of Rocky Mountain States, and several library-oriented groups and agencies serving the area will pool their expertise and resources in the program, which will begin planning late this year.

The library information and development program is a new passenger on the educational satellite which will demonstrate new means of helping to teach residents of far-flung portions of the Rocky Mountain states and assist them in their information needs during a two-year period beginning next fall.

Four interests are represented in the library oriented project, which bears the acronym of SALINET--Satellite Library Information Network. The University of Denver Graduate School of Librarianship, the University of Kansas Libraries, the Wyoming State Library and the Natrona County (Wyo.) Library are the principals in the consortium. Each of those institutions is responsible for certain portions of the library program, which

(more)

will benefit both libraries and their patrons in the mountain and plains states.

Dr. Margaret Knox Goggin, dean of the DU Graduate School of Librarianship, is principal investigator on the library program. Her co-workers representing other members of the consortium include Kenneth E. Dowlin, director of the Natrona County Library, Casper, Wyo., William Williams, Wyoming State Librarian, and Robert Malinowsky, assistant director for public service, education and statistics at the University of Kansas Libraries.

The proposal has won "designated user" approval from the National Aeronautics and Space Administration, which means that NASA thinks the program has merit enough to be included in the communications satellite project. Funding and further implementation of the program has to come from other sources.

Also taking part in the SALINET program are the Bibliographical Center for Research, Rocky Mountain Region, Inc., the Federation of Rocky Mountain States, and the Mountain-Plains Library Association.

The Bibliographical Center, MPLA, and the Federation will assist with programming, broadcast and engineering requirements, utilization and research.

The proposed program will utilize 56 satellite ground stations which will be in place as part of the Federation's satellite technology demonstrations. Twenty participating libraries in the states of North and South Dakota, Nebraska and Kansas will be added to complete a 12-state test bed representing all categories of libraries.

(more)

With the involvement of all these points, half of which will be in two-way communication with other points via the satellite, the library information project hopes to accomplish three primary goals:

1. Improving individual and organizational capacities for getting information.
2. Demonstrating and testing cost effectiveness in using technological advances to disseminate information.
3. Developing user "markets" for information utilizing satellite distribution.

The program will try to help individual users of information, and community-level groups such as governmental agencies, businesses, and other organizations. On a regional level, bibliographical information will be transmitted to libraries in a "compressed data format." With such a format, a library in a remote area of North Dakota may have access to most-needed information about resources available from large and specialized centers, such as the Denver Public Library's special conservation library or Western history collection.

The proposed satellite information program will also be used to train librarians, both at a professional and paraprofessional level. The in-service program will be aimed at helping librarians to better assist their patrons in getting information.

All these major aspects--public information programming at the individual level, technology dissemination at the community level, compressed bibliographical data transmission, and in-service training will be accomplished in a total of 50 hours per year of

(more)

programming, reports Dr. William E. Rapp, vice president of the Federation of Rocky Mountain States.

The limited time available for this programming in coordination with other programs planned for the satellite project place a premium on solid advance preparation of material to be transmitted, and speed of transmission, he notes.

For example, the transmission of the compressed bibliographical data would be in two to three minute segments at the end of other programming. Technology dissemination, a community-level program, would be handled in a total of 15 hours of satellite use a year--an average of 15 to 20 minutes per week. The largest segment of time, for in-service training of librarians, is 20 hours per year--which breaks down to less than half an hour a week on the average.

But if the available time on the satellite is used to its full potential, Dean Goggin believes the population of the entire Rocky Mountain and plains region will benefit tremendously. The combined resources of major libraries and two major universities will be shared instantly with communities and residents of the region in a manner never before believed possible, all via a satellite hovering 22,300 miles above the earth.

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If you would like any additional information about SALINET please feel free to contact any of the following members of the SALINET Board of Directors:

Dean Margaret K. Goggin, Graduate School of Librarianship, University of Denver, Chairman of the Board.

Mr. Paul I. Bortz, Research Economist, Denver Research Institute, Industrial Economics Division, Denver, Colorado.

Mr. Kenneth E. Dowlin, Director, Natrona County Library, Casper, Wyoming.

Ms. Phoebe Hayes, Director, Bibliographical Center for Research, Rocky Mountain Region, Inc., Denver, Colorado.

Mr. Leslie M. Lieurance, Television Coordinator, Wyoming State Library, Cheyenne, Wyoming.

Ms. Kay Lundgren, President, Mountain Plains Library Association, P.O. Box 1086, Scottsbluff, Nebraska.

Mr. H. Robert Malinowsky, Assistant Director, University of Kansas Libraries, Lawrence, Kansas.

Mr. Glen Marotz, Assistant Dean for Research and Administration, University of Kansas, Lawrence, Kansas.

Dr. William E. Rapp, Vice-President, Federation of Rocky Mountain States, Denver, Colorado.

Mr. William H. Williams, Wyoming State Librarian, Cheyenne, Wyoming.

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Morris Schertz
Director of Libraries
University of Denver

Regionalism is a valid basis for cooperative effort in a national program and is particularly appropriate in the Mountain Plains states. Regional organizations should be supported directly, not via the states.

Three principles are overlooked in the second draft proposal:

1. We should build on strength, capitalizing on existing efforts and products.

   The trust and cooperative stance developed by OCLC, NELINET, etc., are generally not duplicated in state initiated efforts and thus they lack impact.

2. Organization should be based on goals.

   Size is an obvious consideration but the draft proposal is unresponsive to the necessity for and funding of regional organizations between the state and national levels and, therefore, those organizations operate at the mercy of the states.

3. An attempt to build something should be designed to minimize red tape and administrative overhead and to maximize flexibility.

   Reliance on states to distribute funds violates this principle. A mechanism for regional support would allow for a requirement for a regional approach in some parts of the country and a state approach in others.

Several months ago, the University of Denver along with the University of Colorado, Colorado State University, University of Northern Colorado, and Denver Public Library met to discuss the possibility of cooperation, not only among ourselves, but to see what could be done to bring about regional cooperation. There have been many attempts at cooperation in the Mountain/Plains Region. Little has come out of these attempts. The Rocky Mountain Bibliographical Center is the only exception and even here the impact of the Center on member libraries has been marginal.

Our group, the Task Force for Interlibrary Cooperation, was well aware of these failures. It was felt that the principle reason for this failure was the lack of leadership. In addition, when an attempt was made to consider cooperation on a regional scale, the initial meetings were open to the entire spectrum of libraries - schools, special, public, college and university. The result of these meetings was that there was too much diversity and the meetings ended with inability to come to agreement on common goals.

The Task Force set out on a different course. The group was kept quite small and included only those libraries with common interest. Our aim was to come quickly to cooperative agreements and then move aggressively forward both on a local and regional level. This was done. A proposal was submitted to the Colorado State Library to fund for one year an office of Coordinator for the Task Force. We felt it was essential to create this office if anything was to be accomplished. We have attached the proposal we submitted to the State Library.

Funding did come through recently but only half the amount asked for. We are now forced to attempt to get additional funding from foundations and other sources because federal funding in this area is not available except through the state. There is an overwhelming need to bring this region into a meaningful consortium. Yet the decision by the state has effectively stalled this attempt.

It is our contention, and this will be more fully outlined below, that monies directed toward cooperation be more broadly based. Funding to states and states only, in our view, will not provide the necessary flexibility that is necessary if meaningful regional cooperation is to take place.

More specifically, there are three principles which appear to have been overlooked in the Synopsis of the Second Draft Proposal, and which I believe need to be considered. First is the notion that we should build on strength, capitalizing on existing efforts and products. Second is the principle that organization, administrative or otherwise, should be based on goals, rather than the other way around. Third, any attempt to build something should be designed to minimize red tape and administrative overhead, and to maximize flexibility. Several characteristics of the draft proposal are contrary to these principles, as follows:

1. We should build on strength, capitalizing on existing efforts and products. In fact there have been a number of significant developments in cooperation between libraries, and in the application of technology to that cooperation. But far and away the most important contribution made by these existing networks - OCLC, Nelinet, Slice, etc. - has been in the area of developing trust and the cooperative stance among the libraries involved. This is the most difficult to generate and the most necessary requirement for meaningful cooperation, and the draft proposal fails to address it from the point of view of building on strength. The program objectives state

that "The states are the building blocks of any national system," yet they have been largely ineffective in generating the community of interest and trust necessary for cooperative programs of substantial impact. In sum, there do exist viable organizations of libraries; they are not, in the main, organized by states - either geographically or politically; and we should explore this resource.

2. Organization should be based on goals. The most obvious application of this principle has to do with size. Some cooperative programs are best run if they are small, others need the pooling of considerable resources and thus are ineffective unless they are very large. The draft proposal reflects this, but not thoroughly. The problem is that the organization of funding patterns is unresponsive to a proven and important level of cooperation - regionalism. Funds would be controlled by states and by the "implementation agency." The implementation agency is presumably meant to concentrate on nationwide programs, and the states are notoriously and probably justifiably jealous of their funds. Money for regional cooperatives has previously come from special grants and member institutions, and there is no provision in the proposal for support of this perhaps most important level of library cooperation.

3. An attempt to build something should be designed to minimize red tape and administrative overhead, and to maximize flexibility. Again, reliance on the states as the primary distributor of funds is in violation of this principle. There will be fifty different sets of requirements, reporting patterns, funding priorities, and programs. The efforts which will suffer most are, again regional efforts, because they must answer their consti-

tuencies, the national programs, and the several states. But local programs will suffer, too, because areas and logical alignments are not always conveniently within the boundaries of a particular state. Further, programs which might work well within a large and well organized state such as New York would be unthinkable in, for example, Wyoming, where regional multistate programs, while not "national" in scope, are required for collection of resources to any useful degree. The Mountain/Plains Region in particular is beset by large distances and slim resources, and the states will be hard pressed to support substantial statewide programs. Indeed, the invitation to the Mountain/Plains Regional Hearing is itself testament to the importance of regional thinking in this area, and the draft proposal does not reflect that importance.

One aspect of the national program is extremely important to this region, and we urge its enthusiastic support. The application of new forms of telecommunication has been long promised and is long overdue. Improvements in telecommunication could have enormous impact, particularly in areas of low population density. But these areas are the least able to afford the effort to build the systems required. We look forward to a virtual revolution in the delivery of library services through this technology.

The basic change that needs to be made in the draft proposal, then, is the establishment of some mechanism, removed from state control, to support regional cooperative projects - both existing and future. This support is crucially important in the Mountain/Plains Region, where distance, low population density, and scarce resources demands a different approach. With this support, along with the kinds of programs the proposal describes, we look forward to considerable improvement in the availability of library and information resources across the nation.

Morris Schertz, Director of Libraries, University of Denver

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Office of the Director

August 2, 1974

Mr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

I have enclosed a written testimony for the official record and I do plan to be present at the regional hearing.

Sincerely,

Morris Schertz

Morris Schertz
Director of Libraries

MS/ss

Louise Barker
Oskaloosa, Kansas

Concern: The library in relationship to the community, the library system, and national and state programs as compared to English libraries.

The local library in Kansas relates well to its citizens through its boards and volunteers learning from them their needs and responding with services. Its board has governmental responsibility. The English library, however, is to its citizens a service much like the post office. Planners must realize that citizen responsibility for and control of an institution may be destroyed if the focus is only on the technicalities of service.

Pluralistic financial support and control of public libraries is best because:

1. Basic citizen control, participation and support can be obtained.

2. Systems of libraries can extend the goals of their local units, administer state funds to them and provide leadership and interlibrary service for them.

3. The state can allocate money to equalize service among systems in such a way as to maximize citizen control.

4. Federal aid can be helpful but should not be distributed so as to form a monolithic organization with state control which then impoverishes community life.

In developing highly technical organizations, it is essential that the basic library/community relationship be protected.

Questions

1. From your study of English community libraries, how did you find citizens responded to their library service? Were they satisfied that their needs were being filled?

2. What are your recommendations concerning the allocation of Federal funds for specific purposes in libraries?

3. Are you advocating by-passing the state level when Federal funds are distributed even though each state has a citizen advisory commission to guide its work?

Testimony to the

National Commission on Libraries and Information Science

for the Mountain Plains Regional Hearing

by

Louise S. Barker, Oskaloosa, Kansas

It is appropriate that the Commission know the background from which my testimony regarding rural library service, library systems, and the role of state and federal agencies in library services is derived. For twenty-five years I have been a part of a group studying the small community in which I live, neighboring communities in Kansas and small communities in England.[1] For twenty years of this time I have been on the board of the local public library or its representative to the system of which it is a member. Since 1963 I have been involved in the formation, organization, and operation of the Northeast Kansas Library System first as chairman of the Grant Area Committee and then as Chairman of the System Board from 1966 to 1974. From the vantage point of these experiences and as a bibliophile from childhood I would like to comment on A) the library in the community, B) the local library and the library system, and C) the relationship of national, state, and local library programs before referring to the list of topics of particular interest to the Commission.

The Library in the Community

In our studies of communities here and in England we observed the functioning of two types of library organization. Oskaloosa Library is a typical Kansas library in a small community. It has a tradition of community support, a local board appointed by the city council, and a local tax base. In England, a similar typical community has a library service outlet supervised by a branch librarian in a neighboring city, and both are controlled from a center comparable to a state library.

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[1] See Barker, R. G., and Schoggen, P. Qualities of Community Life. San Francisco: Jossey-Bass, 1974.

The differences in these organizational arrangements do not result in differences in primary library book-loaning services, which are similar, but in the community-library connections.

1. The Kansas library has a seven-member board and a staff of eight volunteer helpers. These people as well as the patrons keep the librarian in touch with community needs and situations.

2. In both the communities the librarian is a person with no initial training in librarianship. The Kansas small town librarian has attended workshops and has had consultant visits. She has been trained sufficiently to weed, select, catalogue, use basic reference tools, and to know when to seek the help of the system reference service or the consultant. She is *the* responsible person in the library. The English library employee is an efficient and pleasant clerk who is responsible to the supervising librarian, who is responsible to the county librarian whose board is a committee of the county council. The local library clerk makes no decisions regarding the book collection, which is rotating and uncatalogued, in the hours of service or anything else.

3. The library in Kansas responds to local interests. The library has, for example, provided a meeting place for civic and cultural groups, hosted art and handicraft exhibits, organized preschool activity sessions and story hours, and it has cooperated with the schools by inviting classes to the library, by obtaining special material from the system when requested, and

by having a summer reading program. We found no similar community-library interactions in the English community.

4. The local community responds to the library by making it the recipient of memorial gifts, gifts which in some years have equaled the town tax support though no individual gift has been large.

5. The Kansas library board is aware of itself as a political entity, as a unit of government. It reports to the city council and justifies its local tax budget to the council. It sends a representative to the System assembly to vote on the System budget which in turn provides services and funds to the local library. Furthermore by way of System reports, local board members have found that they must monitor state legislation and be prepared to communicate with their legislators. The English community regards the library as a government service point much as they and we do the postoffice; no one in the English communities ever thought of going to the central county library or the library committee of the County Council to inquire or complain.

It seems clear that in planning for libraries their place in the community must considered. It is idle to expect citizen involvement where there is no citizen control. Citizen responsibility for and control of an important public institution may well be destroyed if the focus is only upon the technicalities of library service.

The Local Library and the Library System

The Northeast Kansas Library System governing body is made up mainly of representatives from the libraries in the system. It has a tax base and will next year have some state funding as well. Therefore:

1. The System is an independent cooperative body of local libraries. It provides the local libraries with an arena for discussion of library concerns such as effective library service, library legislation, the rights and duties of library boards, the intricacies of relationships betwen small and large libraries, the best use of funds.

2. The System provides an effective avenue of the expression of local library concerns vis-à-vis the state library.

3. The System provides a knowledgeable and fair organization through which to administer some state and federal funds to serve local needs.

4. The System has been an agency for educating library boards and librarians about new parameters of service, about unmet needs, about effective citizen participation.

The Relationship Between National, State, and Local Libraries

It is obvious from the foregoing statements that pleuralistic financial support and control of public libraries seems best because:

1. Basic citizen control, participation, and support can be obtained.

2. Systems if organized by the public libraries, and not merely administrative arms of the state, can extend the goals and aspirations of the local libraries; can provide essential professional, consultation, reference and interlibrary loan service; and can by wise use of funds improve library services.

3. The state government must support financially systems and local libraries if equally good library service throughout the state is to become a reality. The state can allocate the money in such a way as to maximize local control by expecting planning and accounting by the local libraries. Thus the state can meet its financial responsibility without the libraries becoming part of a monolithic system.

4. The Federal Library Commission could be of enormous help in making library services available throughout the country. It is essential, however, that the money be distributed to the states in such a way that the state is not encouraged to form a monolithic library organization. The temptation is to consider state control necessary in order to disburse federal funds efficiently, and thus what should be a boon may impoverish community life.

Topics indicated by the Commission:

2) A state interlibrary loan service was started with federal funds. It is a good service very ardently supported by patrons. The 14 resource libraries of the state have assumed responsibility recently for the Kansas Information Circuit. As in any such service the libraries who provide most of the books need to have more funds to build their collections. The time seems ripe for federal help in building collections and in establishing a federal information circuit.

4) Library and Information Services. The machinery for traditional library service is present in most of northeast Kansas; however, the larger libraries are in need of money for books and other materials to hold and to lend to smaller libraries and the small libraries are in need of money to increase the number of hours the libraries remain open. A library exists for a patron only when it is open. If the materials available to the small library are enriched and extended they will be effective only if the library makes them readily available to the patrons.

The library system is the best agency to allocate funds to local libraries because the system is composed of member libraries. Northeast Kansas Library System allocated some of its funds to local libraries using the libraries' own budgets as criteria. This makes sense to the member libraries who accept the ideas that local control implies local responsibility and that the libraries which have invested the money and the energy it takes to raise money should receive aid in proportion to that effort.

Moreover, System services to local libraries are a good place to allocate federal funds. These have had to be curtailed in northeast Kansas because of money lack. The availability of specialist services in this System is an asset but it takes money to deliver the services of such specialists as a children's librarian, a young adult librarian, and so on to the small libraries on a consultant basis. It is difficult to overestimate the value of professional consultation when it has been done, as it has been in this System, with mutual respect and sympathy.

5) Technology. We have used the telephone extensively in northeast Kansas. The System in some cases pays the basic phone bill and in all cases the libraries are provided with credit cards for calls to the reference and interlibrary loan service centers.

However, since our policy is to strengthen the local libraries, direct mailing of the requested material by the System has not been used. If libraries can remain open at least 26 hours a week, the extended services libraries should be offering can be made available through them; they can be available when rural patrons come to town and when school children leave school.

6) Education Programs. The education of library boards and librarians is absolutely essential. Federal funding has in the past helped here and should again. The role of library trustees is not sufficiently recognized. The essential nucleus of active public support of libraries on the political front must rest with trustees.

7) We in northeast Kansas are proud of our development of services for the Indian people using federal and system funds. The libraries for the Pottawatomie, the Kickapoo, and the Sac and Fox reservations and service for Indians in the state prison are a start in the right direction but will need future funding.

Summary

The technical phases of the Commission's program seem highly worthwhile but professional judgment should prevail here. However, we should avoid the tragedy which some highly successful technologies have demonstrated, that is the destruction of the supporting ecology while concentrating on the technology. Libraries are functioning parts of communities and the Federal Library Commission planning should include provisions to protect the local community-library relations.

Perry Horse
Director of Research and Data
American Indian Higher Education Consortium

Concern: Library service on Indian reservations

Lack of funds is the major reason for current inadequacies of service to Indians but money alone is not an overall panacea. Nor can any solutions necessarily be applicable to all tribes.

After funding, the second greatest weakness is the dearth of skilled personnel to provide service. Indian human resources should be developed at the local level with workshops, etc., and Indians should be given opportunities to participate in state, regional and national conferences and seminars. Indian control is important for successful service is related to strong support by tribal leaders.

Governmental programs are insufficient or nonexistent. The main drawback to state support is the fact that reservations and trust lands are tax-free and so do not provide funding for state services. Federal response is unagressive except for an U.S. Office of Education Title II program which has generously supported libraries but for research and demonstration purposes, not normal operations.

Social, cultural, economic, transportation and communications factors often make unworkable traditional concepts of library service. An effective delivery/retrieval system is a troublesome problem. New technology offers exciting possibilities for linking reservations, transmission of information, and audio-visual delivery of needed materials.

State supported institutions have been cooperative with Indian colleges but the whole region suffers from lack of familiarity and communication with existing libraries.

Recommendations:

1. Legislation of funds for services on reservations supported by NCLIS.

2. Representation on NCLIS and publication of NCLIS activities among Indians.

3. A conference on Indian library and information services to precede the proposed White House Conference.

4. As a preliminary step, appointment of a task force of Indians to work with NCLIS in formulating plans for Indian people.

Questions:

1. What is the relationship between AIHEC and BIA? Are AIHEC plans coordinated with those of Indian secondary schools?

2. What are your recommendations for training Indians in library skills? Are you, or is anyone, developing the kinds of workshops you need? Is there any coordination of effort so that you might take advantage of the work of the Indian students at the library school in Arizona for instance? Are there courses on service to Indians at the school in Denver and are scholarships available to Indians?

3. What is your relationship to the NIEA Library Project?

4. Has the Reading is FUNdamental program been taken to reservations? Facing the dilemma presented by the delivery/retrieval problem and the lack of resources, where should priority be placed? On providing expendable materials to encourage people to use books and information or on sharing materials that have been acquired for everyone to use? Could or should the library be a producer of information booklets, etc., for people to use or keep if they wish?

STATEMENT PREPARED FOR THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE ON BEHALF OF THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Member colleges of the American Indian Higher Education Consortium take this opportunity to emphasize the definite need for development of a library and information system that meets the needs of all Tribes of American Indians. Existing library and information services for most Tribes can be described generally as inadequate or nonexistent. Although this represents a rather bleak picture we feel that a workable system of library services for Indian people across the country is viable and necessary. We invite the National Commission on Libraries and Information Science to accept the challenge of helping us develop and promote such a system.

The consortium (AIHEC) is presently comprised of 10 Indian-controlled community colleges. It is an organization formed and controlled by these colleges as a means of pooling their own resources and strengthening their own development in each of the Indian communities they serve. A list of these colleges which notes their locations and other pertinent information is attached. While individual development of library and information services at each AIHEC college remains a high priority, the nature of each college's function within the community it serves is such that it is difficult to separate community needs from individual college needs. Indeed, most AIHEC libraries could be considered both college and public in nature. Therefore, this statement reflects a combination of both Consortium and general Indian needs and concerns.

There are, of course, many reasons for the current inadequacies of library services for American Indian people, but the plain fact of the matter is that there are simply not enough financial resources available to attack the problem effectively. Nevertheless, given the basic consideration of inadequate funding Indian people at all levels stand ready to address local needs, and in the areas where our member colleges are located we are currently struggling toward this end. It is recognized that money alone is not the overall panacea, however. In this connection we have attempted to examine the strengths and weaknesses of present services as well as some preliminary recommendations.

It is rather difficult to identify any real "strengths" related to present library and information services for Indian people, except perhaps the aspect of user potential among the Indian population. That is, present data indicates that Indian people do make substantial use of library and information services, if available. On the other hand, there is a plethora of weaknesses. The Commission, no doubt, has on file statements from other Indian organizations and/or individuals attesting to similar or identical problems which we have encountered in our experience.

In addition to the basic lack of adequate funding, we would like to point out other areas of concern. First of all, it is essential that the Commission acknowledge and understand that there is no one solution which is necessarily applicable to all Tribes of American Indian people. Each Tribe has its own needs which are influenced by its unique history, culture, lifestyle, geographic location, etc. While the term, Indian, is widely accepted as a convenient word to describe the aboriginal people of this continent, it can be somewhat misleading in terms of specific Tribal needs and concerns. Knowledgeable people, therefore, do not overlook this important fact.

Within each Tribal group and reservation area there is a dearth of people who possess the necessary technical skills needed to sustain an effective library and information system. Aside from financial resources this is perhaps the major weakness of most Tribes. Non-Indian librarians and para-professionals are currently filling many library posts that are available on reservations, and, of course, their services are needed and appreciated. However, despite the best of intentions, non-Indian librarians in many cases are unable to meet Indian information needs due mainly to lack of firsthand contact and familiarity with Indian Tribal societies and cultures. With respect to development of Indian human resources in the library skills courses and workshops should be developed at the local level, while at the same time affording Indian library personnel the opportunity to participate in state, regional, or national conferences/seminars dealing with the library services profession.

This also points up the need for strengthening the concept of Indian control (or self-determination as it is known in some quarters) with respect to developing library programs. Where libraries are in existence on reservations it has been found that the success of each is directly related to the commitment of local Tribal leaders and the degree of local input. The matter of Indian control takes on a different dimension, too, when put in the context of cultural preservation. If Tribes are to develop libraries which will eventually incorporate heretofore unrecorded information of a religious or sacrosanct nature, certain precautions will have to be taken related to copyright and ethical considerations. It is possible that such information may eventually find its way to future repositories of some kind be it Tribal libraries or cultural centers for the edification of future generations. Tribal control then becomes an absolute necessity.

There are no specific government programs, state or Federal, to provide American Indian people with library and information services. State responses to such needs vary, but for the most part they have not taken an aggressive role in providing extensive library services to Indian citizens residing within their respective borders. The main drawback to state support appears to be related to the fact that Indian reservations and Tribal/individual trust lands are not subject to taxation, and state and local governments are reluctant or prohibited by state law from using tax monies to support library and information services on tax free lands (reservations).

On the other hand, the Federal Government in light of long standing treaty obligations and historical and legal precedent does not have such a handy excuse for not making a more concerted effort to provide such services. Nevertheless, despite its considerable resources and legal obligations to Indian people, the Federal Government continues to drag its feet in this vital area. A notable exception is a program administered by the U. S. Office of Education through its Division of Library Programs under authorization of Title II of the Higher Education Act. This program has been the most generous for Indian libraries but its goal is research and demonstration not normal operations which is where our greatest long-term need lies.

The characteristics of Tribal reservations and communities including social and economic factors, cultural influences, transportation problems, and communications must be considered carefully in relation to provision of library and information services. Traditional concepts and methods of library services are simply not workable in all too many cases where Indian people are concerned. Perhaps the most troublesome problem will be the matter of designing and implementing an effective delivery/retrieval system for disseminating the information and library materials to the users. The challenges are great, but the problems are not insurmountable particularly with the advent of new technology.

The potential of new technology with respect to providing library and information services to Indian Tribes offers some exciting possibilities and should be explored thoroughly. The use of computers, for instance, and micrographic technology can be an effective method of forming a useful network among reservations which cover immense geographic areas when taken in totality.

Telephonic transmission of visual aids and information is also a feasible adjunct to such a network. To the best of our knowledge at this point cable TV is not readily available in the areas served by the Consortium. Microfiche and audio-visual materials of all kinds including tapes, film, records, and slides are effective devices for disseminating information in Indian communities and are urgently needed in addition to printed materials.

Our information with regard to off-reservation library and information services in the mountain plains region as designated by the Commission is superficial. Generally speaking, our member colleges have found state-supported institutions (libraries) to be fairly cooperative in responding to some specific requests, but in most cases they are much too far away to be of any consistent use. A weakness in this region from our point of view is the lack of familiarity and communication among the existing libraries. Also, very little is known about the National Commission on Libraries and Information Science in this region.

*****

PRELIMINARY RECOMMENDATIONS

We hesitate at this point to make a series of recommendations that should adequately apply to all Tribal groups and members of the Consortium. It has become obvious in our view that American Indian library and information services requires further (perhaps separate) study by the Commission to determine the full extent of needs. With this in mind, we offer the following preliminary recommendations for your consideration:

-- A massive influx of funds should be provided directly to American Indian Tribal groups for the development of all aspects of library and information services in their communities and reservations. This can be accomplished by appropriate legislation which would provide the specific means to implement this recommendation. The Commission should make a statement to the effect that the responsibility for such services has its historical locus at the Federal level, while urging the states to make a substantial parallel effort to the extent possible. At the very least, planning grants should be made available to each interested Tribe.

-- In view of the unique status of American Indians in the United States, the Commission should consider the desirability of planning and implementing a conference on Indian library and information services, preferably before the proposed White House conference on library and information services. At such a conference, additional steps can be formulated that would deal with problems in identifying specific goals and objectives relative to provision of adequate library and information services to American Indian Tribes.

-- Take steps to see that American Indians are represented on the Commission, and publicize the Commission's activities throughout Indian reservations.

-- As a preliminary step, appoint a task force of Indian community leaders, students, librarians, educators, and planners to work closely with the Commission in formulating its plans for dealing with the provision of adequate library and information services for Indian people.

This statement is by no means complete, but it does reflect some basic concerns from our point of view as members of several diverse Tribes and communities. In the relatively short time we have had to prepare this statement, other equally valid points and ideas may have been overlooked. We hope the Commission will follow up on our recommendations to the extent possible so that broader Indian input can be obtained. In a more parochial sense, we hope the Commission will invite representatives from our member colleges to make additional oral presentations at its mountain plains regional hearing.

* * * * *

Submitted by:

Perry G. Horse
Director, Research & Data
A.I.H.E.C.

August 20, 1974

American Indian Higher Education Consortium

1657 Pennsylvania Street·Denver, Colorado 80203

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August 20, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Service
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

In response to your invitation of July 23, 1974, to submit written testimony prior to the Commission's Mountain Plains Regional Hearing, enclosed is a copy of our statement relative to some needs and concerns which the Commission should be made aware of. We are looking forward to attending the hearing and hope we will be invited to make oral testimony then.

Thank you for providing us this opportunity to express our views regarding library and information services for American Indian people.

Sincerely yours,

Perry G. Horse

Perry G. Horse
Director of
Research & Data
A.I.H.E.C.

PGH:yc
Enclosure

Herschel V. Anderson
Director
South Dakota State Library

Concern: Needs in the Mountain Plains Region

The Mountain Plains Region is nearly half the nation in size but has only a small percentage of the population which is centered mostly in Colorado's front range and on the eastern shores of Salt Lake. These geographic conditions have limited development of school and public library services, turned the state libraries into mail-order institutions, kept academic libraries small and encouraged experimentation with new technologies.

There are no service strengths in the whole region. One public library approaches the quality of a coastal metropolis library. University libraries lack depth. State agencies, though helped by LSA-LSCA, struggle with insufficient funds and a tax base that fluctuates with the weather.

Weaknesses have forced both inter- and intra-state cooperation. Each state has a communications system and most have union catalogs. Networks are used to share resources and as selection aids. The Bibliographic Center in Denver was established as long ago as the 30's. Regional plans for continuing education programs are underway. NCLIS's National Program would support and strengthen these cooperative efforts.

Large Federal grants for local programs are a waste of money for they allow the states to withhold like amounts, expanding service at government expense instead. The National Program should set standards that the states must meet.

Interest in new technology centers on cable television, on computerization for inhouse processes in a few places, on possible access to OCLC data and on satellite use but most libraries still rely on the old technologies--the telephone and the U.S. mail.

The legal problems of providing service on Indian reservations cannot be met by the states. Indians freely use existing public libraries but those libraries are unable to provide the special services Indians need.

Questions

1. What are the effects on library service of government requirements for matching Federal, state and local funds in South Dakota and in the Mountain Plains Region?

2. Is the Mountain Plains Region a viable grouping of states in terms of similarities of needs, natural affinities for cooperation and just plain size? Please compare its advantages and disadvantages to those of 13 state WICHE.

OFFICIAL WRITTEN TESTIMONY FOR THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Submitted to the National Commission by Herschel V. Anderson, Director,
South Dakota State Library

I submit this testimony as Director of the South Dakota State Library, as President-Elect of the Mountain-Plains Library Association, and as a Director of the Bibliographical Center for Research--Rocky Mountain Region.

May I preface my remarks by a few comments on the economic and social geography of this region. As each member of the Commission flies into Denver for the Commission hearing, I hope he or she will have taken the trouble to look at the country overflown from time to time. These mountains and plains cover almost half the area of our Nation but contain only a small percentage of our country's population. There are only two population centers: the Front Range of Colorado and the eastern shores of the Great Salt Lake. The remainder of this vast area can best be described as having an awful lot of space with mighty few people in it. It has the richest soil in America, the greatest extremes of hot and cold weather, unsurpassed mineral wealth, completely undependable rainfall, spectacular scenery, and perhaps the most intelligent of Americans (the less intelligent have not been able to survive). Its people are perhaps some of the most conservative in America but maintain a mutual dependence upon each other that should be the envy of the rest of the country particularly since a high level of personal independence and integrity is maintained at the same time.

These conditions have limited the development of library services in school and public libraries, have caused most State Libraries to become large central mail-order institutions serving large areas without any library service, have kept our college and university libraries small and without great depth, and have caused extensive interest in or experimentation with new technologies in the delivery of library materials and information services.

There are no great strengths in library and information services in the region. The region has perhaps only one public library approaching the quality of large metropolitan libraries on the East or West Coasts. There is no university library with the depth of materials that are found in East or Far West. There are some exemplary special libraries but the number is insignificant if compared with those in any one eastern metropolitan area. State libraries have struggled with insufficient funds for years and only began to adequately build their collections with the advent of LSA or LSCA. Public libraries in this sparsely populated agricultural country are never going to meet ALA standards. For example there are only ten public libraries in South Dakota that meet some levels of adequacy based on the Interim Standards for Small Public Libraries published back in 1952. Only three have the potential to meet all of them. Two thirds of the people of South Dakota can be said to have no local public library service at all and get their services directly from their State Library. North-Central standards for school libraries have so-long lagged behind those of other regions that no stimulus has been offered for the development of school libraries. The slow pace of consolidation in the area has also affected the development of school libraries since small school districts could not afford libraries any more than could their communities afford public libraries. Many have tried both but the result is mighty sad. The Commission must realize that the agricultural or landed tax base that normally supports libraries in most of this region causes considerable problems in library support since the weather does not necessarily cooperate to produce the revenue and the consolidation of farms has caused an out-migration of people thus lowering the tax base in many communities. The region also suffered a depression of more than twenty years in the earlier part of this century. During that time there just were not funds for the luxury of a library of any type.

All the weaknesses above have forced a cooperation among libraries both inter- and intra-state. Each state has developed an instate network based on the mail, the In-WATS telephone, the teletype, and/or a variety of union catalogs in order to get the greatest mileage out of every dollar spent for libraries. These networks are used not only to share resources but also as selection aids since many libraries will not duplicate materials it knows are available in another library in the state. Regional cooperation was pioneered in the thirties by the establishment of a multi-state bibliographical center in Denver for the express purpose of sharing materials and informational expertise across state lines. There are current plans to share continuing education efforts across state lines and there have long been sharing of services to the blind and physically handicapped across state lines including a central Braille library serving most of the region's states by contract. Most of the governments of states in the region support cooperative efforts across state lines. The National program, as recently released, would do much to strengthen existing efforts which suffer from the same financial straits as do local or state programs. It can be anticipated that the National program will benefit these cooperative developments immeasurably. Since users of existing programs are already quite used to being served from the region, a strengthening of regional cooperation among libraries by the National Program would need little additional encouragement since the encouragement is already there and accepted.

Traditional library and information services in this region as described above are not adequate. They will never be adequate and large grants from the Federal government for local programs will be a considerable waste of money. The Western State Librarians, in a meeting in November of 1973, each admitted that the Federal categorical grants into this area let the State's expand services only at Federal expense with no concomitant expansion of State funding. Only, upon the advent of no Federal funds did the States of the region assume their library responsibility and in almost every case the States tied riders on emergency funding that it be returned if Federal funds were received. As long as Federal funds come into these states categorically, no state developments will be seen. My recommendation is that the National Library Program should set standards that the States must meet, recognizing the particular differences that the States themselves have developed in their in-state programs, prior to the State's participation in the Federal program. The only Federal funds that I can anticipate as having any use in South Dakota would be one-time experimental grants or distinct contracts for specified services such as those to the handicapped or to the residents of Indian Reservations.

There has been considerable interest in and experimentation with newer technologies throughout the region. More traditional technological developments such as the teletype and In- and Out-WATS telephones have long been used to connect libraries with both other libraries and with users. Cable television and State Educational Television Networks have not yet been used extensively but experiments in their use are currently ongoing in some libraries in the region. Many libraries utilize the computer capabilities for fiscal control offered by their communities, states or universities; very little use of computers for other library functions has been developed. There is considerable need for computerization of union catalogs and for cataloging and classification data retrieval. The region has been pressured both from within and without for accessing the data in the Ohio College Library Center but such innovative programs offered without national standards leave an area with a paucity of funds hesitant to expend those funds on a program that may have to be eventually changed. Cable Television is available in most towns in the region but rural people have little access to it and the cost of installing the lines when ranches are ten or twenty miles apart is too high. Educational television reception in all parts of these states is pretty well developed and this communication media along with its FM radio capability has a future for distribution of information services. There is also planning for use of satellite technology in connection with educational television transmission for library programs. All these technologies are not yet developed to the extent that libraries can use them as everyday parts of their services. Most libraries still rely on the telephone and the mail for distribution of both information and services. Two In-WATS lines are used with considerable success in South Dakota: one opens the library directly to every visually or physically handicapped person in the state or to those serving them; the other is open to any citizen in the State who has no adequate library service and to other citizens through their libraries of all types. Teletype connects the major libraries with the union catalog and with libraries out-of-state as well as with the regional bibliographical center.

In continuing education programs, there is great need to purchase from out-of-state certain parts of each state's continuing education programs. Each state has the problem of having very few librarians in the state which means there is less expertise upon which to draw. Most school and public librarians need the most basic training in library skills while other public and most academic librarians need the same sophisticated retraining and updating that other librarians throughout the country need. The states of the region are currently studying the possibility of jointly supporting a single continuing education center of program upon which all may draw.

The problem for libraries of the American Indian living on reservations is not a similar one in its solution to those of other American minority groups. Each tribe has a treaty under International Law with the United States and exists with full independent tribal citizenship within the boundaries of the States. This situation, giving enrolled tribal Indians tripartite citizenship, is a legal problem that cannot be met by the States but only by the Federal Government. The American Indian generally is treated by libraries as are any other citizens. He does, though, need some specialized library services beyond those of the ordinary citizen. The States are not able to provide those services due to the constraints of law. It is my recommendation that a national program of library service for the American Indian be developed by the Federal government.

In conclusion, let me emphasize our regional needs. We need Federal support for continuing those bibliographical and other centralized services that must be purchased for us outside our individual states. We need Federal standards requiring us to meet certain levels of service within our states before we can participate in Federal programs, though those Federal standards must recognize that each state meets its individual needs in differing ways than do others. We need the development of a strong Federal library or National Library and legislation recognizing such. We need Federal standards for use of computer produced classification and cataloging data. We need a national communications network connecting major libraries, bibliographical centers, and the States. We need support of national informational resource centers. We need coordination and dissemination of the output of basic research in all fields on a national level. We need strengthening of the national documents depository system. We need concerted leadership and coordination for libraries for the visually and physically handicapped. And finally the Federal Government must provide for those particular library problems in the States that are the result of Federal action.

We do not need any further Federal categorical participation within our states. I know this statement goes against the wishes of the majority of my profession but I have a feeling that those librarians wishing Federal grants are loathe to request, justify, and fight for adequate local or state funding; Federal funding is much easier for them.

Thank you for enabling me to make this testimony. I think the National Program as presented pretty well meets our needs as described above; I do think some of my emphases differ slightly but can be encompassed within the program as presented.

Statement by
Senator George McGovern
to
The National Commission on Libraries and Information Science

We have wisely begun a serious inflation fighting period in the United States. It is a time when all of us will be required to exercise the most careful possible judgment in selecting those programs which demand immediate investment of federal dollars and those which may have to be delayed. Certainly we would make a grave error if we failed to recognize that the money we spend on our libraries today is among the best investments we can make in strengthening our nation for the future.

Inflation has already seriously affected the capacity of libraries to provide well-stocked shelves for readers pursuing a variety of interests. For example, since 1960, the cost of general literature volumes has risen from an average cost of $3.59 per volume to a 1972 average of $12.03 per volume. Children's books that cost $2.74 per volume in 1960 cost $4.37 per volume by 1972. The average biography cost $4.98 in 1960. Today, biographical works average $12.80 per book. Overall, since 1960, the average cost of a hardcover book has doubled from $5.24 to a current $12.99 apiece.

In addition to costs of books, other library costs have risen as well. Between 1955 and 1968, operating costs of public libraries more than tripled. Salaries for librarians have risen and costs for purchase of library materials have risen four-fold.

With inflation crippling the ability of the individual consumer to purchase books for their own shelves, it becomes all the more important to maintain well-staffed and well-stocked public libraries. The federal government has a responsibility to aid in preserving and strengthening our public library system.

The first federal aid to public libraries came about in 1956 when Congress passed the Library Services Act which implemented federal aid to public libraries in rural areas. The Act authorized $7.5 million a year for Fiscal Years 1957 through 1961 for matching grants to the States. The grant was based on a State per capita income. Grants provided aid to States to cover 33 to 60 percent of State costs of rural library extension plans.

The law was renewed in 1960 and extended through fiscal 1966. In 1964 Congress extended the law to include all public libraries. In 1971, new grant programs were added for cooperative library networks within States and regions and for State institutions other than colleges, including correctional institutions and those for the handicapped.

In 1970, the Library Services and Construction Act was extended through fiscal 1976. The 1970 extension also consolidated several existing programs covering services and construction and set up new library service programs for the disadvantaged, aid to State library administrative agencies, and aid to strengthen urban libraries.

Title I directs the Commissioner of Education to carry out a program of grants to States which have submitted State plans for the extension of library services to areas without such services or with inadequate services. The States may use these funds in accordance with their long-range and annual plans to extend public library services to rural areas and to groups of persons without such services; to improve services for handicapped and disadvantaged persons; and to strengthen urban libraries which serve as national or regional resource centers.

Title III of the LSCA provides funds for the implementation of State plans for interlibrary cooperation. Formula grants are given to States to establish and maintain local, regional, State or interstate cooperative networks of libraries for the coordination of informational services of school, public, academic, and special libraries and information centers, permitting persons to draw upon all libraries and information centers. No State matching is required.

Unfortunately, appropriations for these programs have begun to fall short of authorized levels and appropriations for cooperative efforts and institutional aid have been roughly one-sixth of the amount authorized.

Public Law 91-345, the National Commission on Libraries and Information Science, is a promising vehicle for the renewal of our national library resources. During the coming years, I would recommend added funding for their studies combined with a generous financial response from the Congress on the recommendations you make.

Public Law 91-345 will help us accomplish our objectives if adequate funds are authorized and appropriated. I would therefore urge you to recommend to the Congress and the States several options on which they might jointly act. One option should include a summary and cost analysis of the optimum possible level of federal assistance. A second program should also be recommended for the specified allocation of revenue sharing funds for library improvement. And a third program would represent a rock-bottom program for federal aid to libraries.

The work you have done thus far in identifying a comprehensive and sensible plan for libraries in America has been outstanding. On the basis of your work, I am hopeful that those of us in Congress will respond with resources that will provide our nation with the most advanced and accessible library network in the world.

Robert M. Braude
Associate Librarian
University of Colorado
Medical Center
Denver, Colorado

The problems of delivering biomedical information are a microcosm of the larger problems of delivering all types of information. Therefore, NLM programs should be examined as a model for a larger program.

(a) Of major importance is NLM's position as a national library with a legislative mandate and Federal funding. Without a specific mandate the Library of Congress is unable to pursue an effective role in developing solutions to problems.

(b) The Rocky Mountain states are a bibliographic desert with tremendous distances between oases. Cooperation faces the greatest geographic difficulties but the region has a long history of resource sharing.

 (1) The Bibliographic Center has overcome natural and political barriers admirably and could have a new stronger role.

 (2) The Federation of Rocky Mountain States, an organization of government business and education, is a forum for discussion and implementation of cooperative programs.

(c) The NLM regional program is centered in the Midcontinental Regional Medical Library. It helps develop local programs in response to local needs, initiates cooperative activities and integrates regional programs into the national network.

(d) The first activity of a national program should be the development of a network structure. Once that exists other problems are more easily solved.

Questions:

1. What have been the effects of decreased funding for NLM for the network and for the region?

2. What procedures does NLM use to teach and encourage librarians to use the network?

3. What kinds of efforts are made to publicize service for non-physicians? Is this, in fact, a secondary service as well as an idea in the minds of these potential users?

4. What can be learned from NLM experience in working through state and local governments to provide networking service?

UNIVERSITY OF COLORADO
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DENISON MEMORIAL LIBRARY

July 29, 1974

Frederick H. Burkhardt, Ph. D.
Chairman, National Commission on
Libraries & Information Science
1717 K Street, N. W., Suite 601
Washington, D. C. 20036

Dear Dr. Burkhardt:

Having reviewed the documents produced by the NCLIS and having followed the progress of the Commission in the literature, it is obvious that many individuals have addressed themselves to the larger problems facing the Commission. I would like, therefore to direct my remarks to two very specialized areas - the delivery of biomedical information and the particular problems of the Rocky Mountain States.

The problems associated with the delivery of biomedical information seem to me to be a microcosm of the larger problems of the delivery of all types of information services. All levels of need are represented, from the individual seeking health-related information to the professional engaged in the frontiers of research. The problems of obtaining information for continuing education as well as information for direct patient care are becoming increasingly difficult to solve particularly in the more rural areas of our country. Cooperation at the Federal-State and between state levels is needed as well as interaction between specialized biomedical libraries and their counterparts in the public, academic, and special library area.

If we accept the biomedical information delivery problem as a model, then it seems reasonable to examine the solutions that have been implemented to date to deal with it. The predominant factor in dealing with the problem has been the programs of the National Library of Medicine. While mention of NLM programs occurs in previous Commission documents they do not seem to have received a careful examination from the viewpoint of serving as a model for solving the larger problem of equal access to information.

The programs of the NLM are well documented so there is no need for me to discuss them in detail. The crucial point, in my opinion, is to examine the role of NLM in initiating and supporting programs to provide equal access to information and to extrapolate from that examination a national solution. The major factor in the success of NLM in dealing with the problems of information delivery has been its position as a National Library with a legislative mandate and, until the past few years, sufficient funding to provide the leadership needed. Most, if not all, of the recommendations in the NCLIS Second Draft Proposal, as they apply to the biomedical community, have been addressed by the NLM. The development of the Biomedical Communications Network of NLM has included consideration of both the need for cooperation and the barriers to cooperation and has attempted to deal with both. The NLM is committed to a national program of delivery of biomedical information and its activities of the last decade reflect this committment.

To extrapolate the activity of NLM to LC is more than just a numerical problem, it is also a conceptual one. While there is no questioning the activities of LC in the promotion of cooperation among libraries, there is a question about the concepts that have led to such activity. The LC has, in fact, developed national systems either as byproducts of systems developed for its own internal needs or in a sub rosa fashion which has led to less than successful implementation. Without a specific mandate, such as the one that underlies the activities of NLM, LC is unable to pursue as effective a role as possible in developing the appropriate solutions to the overall problem. Only through such legislative action, supported with appropiate funding, will LC be able to accomplish its potential in this area.

While it is true that the variation that exists in the biomedical community is less then in the general library community and consequently the problems are more easily sovled, the national model as exemplified by NLM seems to be worth careful consideration. If the NCLIS could propose a strong recommendation that the function of the LC should be expanded to include those types of activities for the general library community that are currently being developed by NLM for the biomedical library community we will have gone a long way toward the eventual solution of the types of problems identified so far by the Commission.

Let me now direct my attention to the particular problems that exist with the delivery of information services in the Rocky Mountain States. The major problem here is geographic. This particular region is characterized by the difficulties of vast areas and physical barriers coupled with resources that are primarily concentrated in major metropolitan areas. We exist, in fact, in a bibliographic desert with tremendous distances between oases. In addition, we find that all too often a particular oasis is less then adequate in slaking our bibliographic thirst. Cooperation is the sine que non for the Rocky Mountain States and yet this area faces the greatest physical difficulties in implementing cooperative activities. An additional problem exists in the form of state responsibility for provision of information services wherein individuals residing in one state often find themselves closer to the information resources of a neighboring state then they are to those of their own state. Only a national program of regional responsibility will solve these problems.

While geography is an apparent difficulty it has also been a positive factor. This region has a long history of cooperation and resource sharing borne out of its geographic and bibliographic needs. There are two organizations in existence that are solely involved with cooperative ventures. The Bibliographical Center for Research, Rocky Mountain Region has long been active in cooperative library and information programs. It was conceived as an orgaization that would overcome natural and political barriers to resource sharing and it has done an admirable job. The future role of the Bibliographical Center, however, is just opening up. With the proper support and a new definition of its role, it could be a powerful stimulus for further cooperation. The Federation of Rocky Mountain States has also been active in developing cooperative programs. This organization, composed of state government, business, and educational representatives, offers one of the best avenues for seeking cooperative solutions to the problems of resource sharing. While its programs in the area of libraries and information technology are only one part of its total program, the Federation offers a forum for both the discussion of regional problems and for implementation of cooperative solutions. Both of these organizations could play key roles in any national program and their particular strengths should be noted a the time that the program is developed.

To return to the biomedical community we can again examine the existing programs as a model. The primary strength in the region is the Midcontinental Regional Medical Library (MCRML) and its programs. While in this region the program has essentially been confined to document delivery, the MCRML has also initiated cooperative activities with public library networks and with the Bibliographical Center in an attempt to increase access points to the network . The development of consortia among hospitals is another mechanism that is being developed to increase resource sharing activities. With major responsibility assigned on a state by state basis, the MCRML is attempting to develop local programs in response to local needs while integrating all programs into the national network structure.

The dominant weakness is still in the area of equal access to the network. The health professional in rural areas often does not have access to a health-related library. The interface between public or academic libraries, and the regional medical library is not fully developed. Often the hospital library serves only the physican population and other health professionals must find different routes of access. Although a full range of services is available once contact is made, the development of such contact points is yet to be done systematically. While the regional medical libraries can continue the development of all of the varied types of interfaces that provide equality of access, their task would be made easier by a parallel development in the rest of the library community.

A national program for all libraries modeled on the Regional Medical Library Program would provide for the cooperative development of a network that would tap all library resources of any type and wherever located. The problem of access would be solved by using the nearest library as an entry point into the network. Since each state has already invested significant amounts of money in the development of information resources, they should be receptive to a plan which provides equal access for each state resident to that resource. With Federal funding for the activities of the National Libraries in developing the network structure, it would be a small step for each state to develop the programs to make the network viable. It seems to me that the first activity in any national program is the development of the structure to provide this type of access. While the other problems of resource development, technological improvements for transmitting information, and the development of services are larger and will take time to solve, their solution will come more easily within this type of formal structure. I would hope that the NCLIS can formulate a proposal that would start the development of such a national-regional network on its way.

I have attempted to keep my remarks both brief and specific. Where they repeat past testimony, particularly in relation to the NLM, let them be added support for the type of model that is being developed for the biomedical community. If I have been able to raise new issues which might require further clarification I would be happy to testify before the Commission at its Mountain Plains Regional Hearing. In either case, I am grateful to have had an opportunity to communicate my thoughts and I look forward to a positive result from the arduous but important task before you.

Sincerely,

Robert M. Braude
Associate Librarian

RMB/sv

Ed Miller of the Denver Public Library will be accompanied by Ralph Newman of the Urban Library Council. Their testimony consists of a proposal for urban library funding.

It calls for congressional action to: (1) declare a policy of providing minimal information services for every citizen; (2) appropriate matching funds for every public library for materials and staff; and (3) develop a long-range program with NCLIS to provide in every community access to a public library which shall in turn have access to larger resources which shall in turn receive additional aid for their support of community libraries.

In justification, the writer points out that historically urban libraries have housed the largest and best public information colleections but recent population and economic shifts have eroded their financial base providing fewer funds at a time of increasing need for information and its management. New Urban populations require more help in finding and using information and suburban and rural citizens look more and more to urban libraries to back up their own inadequate information resources. Changing expectations bring more people to the library for resources for their continued education as well as for information and recreation.

There is little public consciousness either of the cost of information-deprivation or of Federal responsibility for library conditions. But local governments are simply no longer able to meet the needs of their people for adequate library service.

Questions:

1. A "minimum information base" physically available seems beyond the realm of possibility in the wide-open spaces of South Dakota. Yet every citizen may call the State Library to request what he wants directly. Would such a communications system adequately meet your proposal's requirements for a base within reach of every citizen?

2. Are you proposing that the short-term appropriation be repeated each year until the long-range program is accepted and funded?

3. Fifty percent of the local and state appropriation would be a very generous budgetary increase for many libraries, especially the large urban libraries of which you speak. It may be difficult to spend wisely without assurance of repeat appropriations. Yet 50% to the community libraries of this region would not provide much in terms of their vast needs for both materials and personnel. How do you justify the equalities and inequalities of a 50% appropriation?

DRAFT OF A DECLARATION BY DIRECTORS OF LARGE PUBLIC LIBRARIES, NEW YORK, N. Y. - JULY 1974

Prepared by Ervin J. Gaines, Minneapolis Public Library,
May 1974

Summary of Recommendations

The recently published study, The Public Library and Federal Policy, declares four objectives for Federal involvement in public libraries. One of those objectives is the improvement of public library services for the socio-economically disadvantaged. With this conclusion we are heartily in agreement. For this and other reasons we now recommend the following:

I. Joint Resolution by Congress

Congress should be asked to declare that it is national policy to provide a minimal information base within reach of every citizen, and that the national responsibility with respect to information is no less than it is in food-supply, health care, housing, schooling for children, and minimal income.

II. Immediate Legislation and Appropriation

Congress should be asked to appropriate not less than $400 million in FY 1975. This money shall be disbursed to every public library system in the United States in amounts equal to 50% of the local and state appropriation for each local library in its preceding fiscal year. Such grants shall be made only upon guarantees that the local and state dollar appropriations in the current fiscal year have not diminished and will not diminish as a result of this grant, and that all of the Federal money shall be expended for materials and staff.

III. Long Range Legislation

Building upon the experience and opinion being gathered by the National Commission on Libraries and Information Science, and working together with public library leaders in the United States the U. S. Office of Education should develop a long range program pegged on four major principles:

1. That every community in the United States shall have access to a minimally stocked public library within reasonable distance;
2. That every community library shall in turn have access to larger sources of information and books for the use of the citizens of its community;
3. That every major urban resource to support community libraries shall receive additional aid from Federal and state sources;
4. That an equalization formula be created to provide additional financial support whenever (a) local wealth will not sustain adequate facilities, and

(b) a library is overburdened by non-reimbursed service to citizens beyond its taxing jurisdiction.

A compressed narrative of the reasons which lead us to the above conclusions follows:

Introduction

Public libraries face the remaining quarter of this century with inadequate resources to meet the requirements society will (or should) place upon them.

Item: City public libraries are the largest and best sources for public information in the United States.

Item: The major collections of the United States are in city public libraries, but because the economic power of cities has waned, the vitality and condition of these collections may decline.

Item: The greatest need for information is in cities but urban populations are less able to find and use information owing to poverty, illiteracy and general social alienation.

Item: The rate of increase of information is more rapid than can be sustained by city public libraries at present levels of support.

Item: City public libraries often serve as back up resources for public information over a wide geographical area, but their support is local.

Society's well-being has become a concern of the best informed minds of our society. Social stability depends upon phenomena which are difficult to control and understand: excessive population growth; shrinking energy resources; proliferation of nuclear danger; inadequacy of food supply; inflation--to name only the most prominent. Profound thinkers increasingly see the social dilemmas of the world not as technical problems but as symptoms of informational breakdown. Social capacity for dealing with massive problems is closely linked to the new knowledge and ready availability of sound opinion. We must discover ways to develop the most convenient, speedy and accessible modes of delivery of this knowledge.

Widespread participation in social decisions absolutely mandates an informed citizenry capable of making sound judgments. Elite decision-making by the few in behalf of the many is fast being discredited.

At the same time the useful content of accumulated information obsolesces at a rapid rate. Social and technological change occur so swiftly that published information requires frequent replacement if citizens are to be properly informed. Information turnover rates have not been studied, although they are crucial to any kind of sound library planning. It makes little sense for library book budgets to be set without a keen awareness of the speed of information decay.

City libraries confront insurmountable obstacles because they are operating on less money,(in terms of constant dollars) as well as on a smaller proportional share of civic budgets, while the information load is increasing.

The hard, inescapable fact is that city libraries are, on the whole, less able, less responsive, less serviceable at the very moment in history when society's need for them is accelerating. Society's failure to recognize this dangerous symptom can have vast consequences for the well-being of the body politic.

Population Shifts

Three-fourths of the population now live in urban areas. One-third of the population lives in 150 cities. The number of cities with more than 100,000 population increased by 25 in the 1960-1970 decade. Smaller cities are growing, while the giant metropolitan centers hold steady or decline.

The population is also in the process of aging. As birth rates decline, the average age will increase rapidly. The over-65 population increased by 21% in the 1960-70 decade, but the entire spectrum is moving upward as the post-war babies mature and their replacements are fewer in number.

Blacks numbered more than 100,000 in only 19 cities in 1960. By 1970, the number of such cities increased to 25. Blacks represented more than 40% of the population in more than one-third of those cities. Three cities had a majority of blacks. Although blacks accounted for only little more than 10% of the entire census count, half of them live in these same 25 cities. All of which supports the observation that blacks, who are the most deprived part of the population, have become urbanized to a remarkable degree. Two examples: about 80% of blacks in New York State live in New York City; the same holds true for Chicago and Illinois.

School-age population is declining both absolutely and relatively to the whole. In 1972 elementary school population fell by 2.4%. These trends will probably continue if the birthrate predictions hold. The effect of the lowered birthrate will be felt in the redistribution of the ages in our population. The group between 35-45 years of age will double between now and the year 2000. This means that those men and women who will be at the height of their power and influence will form a far larger nucleus than they do at the present time, a fact which leads us to consider the distribution of available funds for education.

Expenditures for Education

In 1960, all levels of government expended $15 billion for elementary and secondary education, averaging out to $375 per pupil. By 1970 the total had almost tripled to $40 billion or $816 per pupil.

For higher education, expenditures from all sources moved much less dramatically from $24.7 billion to $29.9 billion, so that in 1970 the per capita student expenditure stood at $3600.

Library statistics are not as complete as for education (which is itself a significant commentary), but in 1970 it appears that the total outlay for all public libraries in the United States stood at $.8 billion--a little more than 1/40th of what was spent for higher education and 1/50th of the expenditure for elementary and secondary education. The difference is appallingly large, especially when considered against the magnitude of the publics involved.

If we assume that it is the duty of the public library to serve everybody, then the per capita expenditure is $4. If we make another assumption--that about 33% of the citizens use public libraries, then the per capita expenditure for the users is about $12--way below the standard set for groups in elementary, secondary and higher education.

Since at any given time about 75% of the people in the United States have no direct relationship with or access to school facilities, they are dependent for their educational requirements on agencies like the public library. At current rates of expenditures it is fair to draw the conclusion that their needs are not being met.

Implications

Given the changing environment, acceleration of the production of information, declining school population, increase in the average age of the population, there is serious reason to believe that the time is at hand to review the allocation of our economic strength in the educational budgets.

A society that spends $70 billion for 25% of the population and less than $1 billion for the other 75% is spending 200 times more for formal instruction than it is for informal. Such imbalance indicates grave danger ahead.

An assumption underlies this pattern of social allocation which needs examination. In the 19th and early 20th centuries when formal education was growing in the United States, it was belived, quite accurately, that what was learned under instruction would establish a body of knowledge which would suffice for a lifetime. Hence, public investment in the educational system was designed to create life-long human effectiveness. This is no longer true.

The hard information which is grist for the work-a-day mills is acquired after rather than during formal schooling. Information gaps which cannot be closed become critical because formal instruction in the educational process does not provide all of the answers for dealing with the social and working environments. Modern business and industry have developed their own private systems for keeping the information flow adequate, but because the aims and goals of private corporations are necessarily restricted, no adequate provision exists for the other areas of human interest, nor are the needs of those adults lying outside the corporate reach being met.

For modern men and women to play effective roles in the subtle complexities of the city, the state, the nation--and indeed on the international stage, it is important for society to look afresh at the flow of information, to rethink its definitions of education, and to build up those resources which can best nourish the successful society of the future. One of the institutions which invites close examination in the emerging world is the public library.

Most public informational systems are one-way, i.e., messages emanate from a highly organized central point, with only minimal provision for feedback. It is difficult to maintain dialogue with a TV set, a newspaper or a governmental edict. Furthermore, these one-way systems provide supplier-oriented rather than consumer-oriented information. Even schools and universities suffer from the "one-way" syndrome, a fact which may partially explain the disturbances of the last half-dozen years, when the consumers (i.e., the students) were trying to establish their claim to be heard.

Public libraries provide two-way communication. An information seeker can select, arrange and distill for his purposes the fact and opinion he requires provided that the library is well-stocked and well-staffed.

Conclusion

There is insufficient recognition of the social consequences of information-deprivation. There is little awareness of the meager public support of public libraries in the United States. There is little consciousness of the Federal government's responsibility for these conditions.

Local governments, generally speaking, have exhausted their options with respect to public information. Local demands for all public services exceed the supply of dollars. General federal revenue sharing has been absorbed into other functions of local government, not into the provision of library service.

We believe that the Federal government must intervene and that the intervention should be swift. The Federal government has repeatedly undertaken far more elaborate and massive programs with less promise of success than the one proposed. Our request for $400 million is less than a tiny fraction of 1% of the Federal budget.

We predict that Federal intervention will: (a) bring library service to deprived areas; (b) increase levels of reading ability; (c) create a better informed citizenry; (d) proliferate publication and salvage many marginal publications; (e) stimulate state and local governments to meet minimal standards of information supply.

Submitted as testimony by Ed Miller, Denver Public Library
and Ralph Newman, Urban Library Council

WICHE will be represented at the Denver hearing by a team. The testimony of all three members is attached though not all concern WICHE programs.

Maryann Duggan writes of WICHE's history and program which since 1968 has included a library continuing education program. Though 13 states are members of WICHE and benefit from its programs, only 7 state libraries participate financially--mostly with LSCA Title III funds. Possible loss of those funds makes their continued support doubtful.

In January 1974 the library education program was modified to emphasize interlibrary cooperation and multistate resource sharing. The National Program proposed by NCLIS is of highest priority to library development in the West. Resources are scattered. Fifty-two centers in the 13 states have been identified. Therefore, cooperative networking is essential for access to materials. Lower-priced telecommunications links and cheaper access to bibliographic data bases are critical.

Quality continuing education programs are generally too expensive for local units to develop. WICHE is developing a clearinghouse to identify exemplary programs within its 13 states that might be shared with others. WICHE has found an acute need for training for service to minority groups but development is extremely difficult and expensive.

Dr. Patricia Geuder's concern is education for public school librarians. She asks for examination of certification requirements, development of courses of study on ethnic literatures now unfamiliar to most librarians, and courses and workshops for people already on the job which could be acceptable for certification.

Joseph Anderson's testimony focuses on state participation in national program planning. With the help of LSA and LSCA, Nevada service has expanded rapidly in a centralized fashion. The state's primary interests are now in access to regional, national and special resources, the efficiencies offered by technological developments and state participation in regional and national planning. Mr. Anderson suggests a need for forward funding to minimize the damaging effects of present stop-start Federal funding.

Over

Questions:

1. Are WICHE's educational experiences transportable to other areas? How does the experience accommodate different levels of student experience and the degree of specificity required by a particular group of students, i.e., the use of a particular communications system, etc?

2. Who are teaching staff members for your courses and how are they recruited? Are WICHE courses accredited in such a way that they can be used to meet library training requirements for schools and public libraries?

3. What kinds of categorical funding should be retained or instituted if the proposed national program with its telecommunications provision is adopted?

Maryann Duggan

TESTIMONY FOR CONSIDERATION BY THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE IN CONNECTION WITH THE MOUNTAIN PLAINS REGIONAL HEARING

The Western Interstate Commission for Higher Education (WICHE) has been concerned with multistate regional developments in the area of postsecondary education over the past 20 years. WICHE was originally founded by Interstate Compact of 13 western states including Alaska and Hawaii. The geographical region of concern to WICHE covers 1,780,615 square miles and is populated by 36,567,000 millions of people. During its 20-year history, WICHE has developed from one main program (Student Exchange Program) to a series of inter-related yet independent programs concerned with delivery of health care, education of health sciences, community college consortia, educational planning and management data, and, since 1968, library developments.

Starting in 1968, the 13 western states approved the implementation of a continuing education program for library personnel. The rationale for this program was based on the concept that the geographic remoteness of the libraries in the 13 states created a situation in which library personnel did not have an opportunity to reach their fullest professional or career development. The main objective of the WICHE program on continuing education for library personnel was to determine the continuing education needs of library staffs in the 13 states and to derive ways and means of meeting these needs through cooperative delivery of continuing education experiences. The state librarians in the WICHE 13-state region were invited to participate in the planning and financing of this program. As of July 1, 1974, seven state libraries are actively participating in the Program and contributing a total funding of $59,000 to support the Program. During the period 1968 to January 1974, the Continuing Education for Library Personnel Program developed a series of continuing education experiences and "delivered" these to some 600 librarians throughout the 13-state region. The areas of prime need were identified as being those concerned with interlibrary cooperation, services to ethnic minority groups, basic reference training, training in audio-visual materials, and interpersonal communications. In 1972, on the advice of the supporting state libraries, a special effort was made to assist in educating library trustees. Several multimedia learning packages and a series of publications were designed to assist the trustees in understanding their responsibilities in connection with library development.

Starting in January 1974, the direction of the Program was modified to emphasize interlibrary cooperation and multistate resource sharing. This new direction was taken on the advice of the state librarians supporting the Program. As recently as July 28, 1974, the seven state librarians have officially endorsed the National Program of the National Commission on Libraries and Information Science, as they have collectively recognized the need for the national level direction and effort if library resource sharing and networking are to be implemented at the most economic scale.

It is believed that the National Program proposed by NCLIS is of highest priority in library development in the West. The area covered by the WICHE Program contains limited library resources (an average of 6.3 books per square mile). From the library resources perspective, the area contains 107.2 million volumes distributed over 1.7 million square miles. Dr. Downs' recent study of the distribution of research collections identified 52 centers in the 13 western states which collectively contain more than one-half million volumes in a 50-mile radius. The 13 western states range from Alaska having no such centers to California having 21 such centers, followed by Washington with six centers. It is believed that with this lack of resource material in the region as a whole, that cooperative networking is essential if every citizen in the region is to have access to the library materials needed.

At present, current interstate cooperative efforts have been informal and unstructured, although the seven State Library Agencies participating in the WICHE Program will be funding the planning of a 13-western state interlibrary network. The need for interstate library networking is recognized but the vast geographic area has inhibited early implementations. The need for lower priced telecommunication links as well as cheaper access to bibliographic data bases will be critical in network development in the West. The proposed National Program offers a framework in which a western interstate network could be developed.

To date, seven of the thirteen western states are participating in the WICHE Library Program. It is believed that sufficient benefits can be developed which will encourage the participation of the remaining six WICHE states. The funds which support the WICHE Library Program are supplied by the State Library Agencies. Most of the states participating indicate that these funds now come from the Library Services and Construction Act, Title III. As this national program is discontinued, there is considerable doubt if the states will be able to support much interstate library development. Therefore, it is critical that if the advantages of interstate library networking are to be realized, these activities must be funded at the Federal level.

Each of the 13 western states has different levels of interlibrary cooperation within their state. Some of the states have one "total system" in which all types of libraries work together in an organized and planned manner. Other states are just developing statewide plans for interlibrary cooperation. It is believed that the state of development of the intrastate library cooperation and systems is such that a National Program would be most helpful in expediting the intrastate developments.

With regard to technology, telecommunication links and access to large bibliographic data bases will be essential in developing interstate networks. Further experimentation with satellite telecommunications would be helpful. The large areas of mountains make it difficult for broadcast telecommunications and expensive for leased line or cable telecommunications. Coordinated planning of the vast telecommunication system for the western states is needed.

Based on WICHE's experience in the Continuing Education for Library Personnel Program, there is a need for continuing education development. The development of courses and workshops is expensive and many of the 13 western states do not have the facilities for the development of quality programming. As recently as July 28, the seven states supporting the WICHE Library Program have endorsed a clearinghouse activity among the 13 western states in order to identify exemplary continuing education packages which can be shared across state lines. It is believed that some continuing education experiences can be developed at the local level where there are adequate facilities and expertise. However, it is believed that an interstate system for sharing these developments will benefit all of the citizens in the West. Some continuing education experiences are better developed at the interstate level, particularly those requiring expensive packaging and concerning topics of general interest to more than one state.

As with the rest of the nation, the ethnic minorities in the West present unique needs and special opportunities for the extension of library services. During the period of 1968 to 1972, WICHE explored the feasibility for providing special training programs to ethnic minority recruits for library work as well as for library staffs desiring to service ethnic minorities. This experience has indicated the acuteness of the need but has also identified various problems which make this area of service extremely difficult and expensive. It is hoped that your Hearing will serve as a base on which a regional program can be planned. Frankly, we do not know at this time what is being done for Indians living on the reservations or what the nature of their information needs consists of, or the best delivery system to meet these needs. We are aware of this lack of service and would give it a high priority.

The above testimony is presented from the perspective of the Director of the Continuing Education and Library Resources Program at WICHE. This testimony has not been reviewed by the state libraries engaged in the Library Program nor by the WICHE Commissioners, thus, it should not be considered as "official" WICHE testimony. On July 29, the seven states participating in the WICHE Library Program did adopt the attached resolution.

Submitted by
Maryann Duggan, Director
Continuing Education and
Library Resources Program, WICHE
August 17, 1974

over

ATTACHMENT

RESOLUTION FROM THE WESTERN COUNCIL TO THE WICHE COMMISSIONERS CONCERNING WICHE'S POSTURE WITH REGARD TO WESTERN INTERSTATE LIBRARY NETWORK DEVELOPMENT

WHEREAS the National Commission on Libraries and Information Science (NCLIS) has recommended a new National Program for Libraries and Information Services, and

WHEREAS this new National Program envisions a nationwide network of interlibrary cooperative systems employing new computer and communication technologies, and

WHEREAS this new National Program recognizes the role of multistate agencies (such as WICHE) in the emerging national network, and

WHEREAS there is now no multistate coordinating agency for orderly library network development in the West, and

WHEREAS the Western Council (composed of 7 of the 13 state librarians in the WICHE region) recognizes the urgency of multistate library network coordination at the earliest possible date.

THEREFORE, the Western Council recommends that the WICHE Commissioners:

(1) Endorse the NCLIS National Program for Library and Information Services in principle and assist in obtaining congressional and administrative support for this Program, and

(2) Endorse the Western Council to actively study, plan, and propose specific functions and activities for a Western library and information services networking agency, as conceived in the National Program and consistent with the desires of the participating states.

Respectfully submitted by the
Western Council on Continuing
Education and Library Resources
Program

Endorsed by the following Members of the Western Council on July 28, 1974:

Richard B. Engen	Alaska
Marguerite B. Cooley	Arizona
Ethel Crockett	California
*LaVern Kohl	Montana
Joseph J. Anderson	Nevada
Ruth Hamilton	Washington
+Wayne Johnson	Wyoming

*Representing Alma Jacobs, State Librarian, Montana.
+Representing William H. Williams, State Librarian, Wyoming.

P. O. Drawer P, Boulder, Colorado 80302 • (303) 449-3333

WICHE
Western Interstate Commission for Higher Education
an equal opportunity employer

August 17, 1974

Dr. Frederick H. Burkhardt
Chairman
The National Commission on
Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036

Dear Dr. Burkhardt:

We are delighted that you are having a Mountain Plains Regional Hearing in Denver on September 18. Enclosed please find the form indicating that I am submitting written testimony and that I do plan to be present at the Regional Hearing.

In addition to myself, the WICHE Library Program will be represented at the Hearing by one of our Commissioners from Nevada, Dr. Patricia A. Geuder and by the Chairman of our Western Council, Mr. Joseph J. Anderson (also Nevada State Librarian).

We would be most grateful if it would be possible for a WICHE "team" to present brief oral testimony at the Denver Hearing.

Your consideration of the enclosed written testimony and the possibility of brief oral testimony is most appreciated.

Sincerely,

Maryann Duggan/vo

Maryann Duggan, Director
Continuing Education and
Library Resources Program

MD:vo

Enclosures

cc: (with Enclosures)
Dr. Kevin P. Bunnell, Director, General Regional Programs Division, WICHE
Dr. Patricia A. Geuder
Mr. Joseph J. Anderson

UNIVERSITY OF NEVADA, LAS VEGAS
Las Vegas, Nevada 89154
Phone: (702) 739-3533

College of Arts & Letters
Department of English

August 12, 1974

Frederick H. Burkhardt
Chairman of NCLIS
Suite 601
1717 K. Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for inviting me to submit written testimony to the National Commission on Libraries and Information Science. Having previously taught on elementary and secondary levels and presently on the university level, I am keenly interested in all of the seven topics stipulated by the Commission. But my primary interest is in the education programs for public-school librarians, and it is to this topic that I address my remarks.

1.) Certification Requirements for Public-School Librarians
Requirements vary between and among the Mountain Plains States, but all could bear closer scrutiny. Perhaps uniformity is desirable, with the state exhibiting the greatest depth and scope for certification and renewal requirements serving as a model for other states to emulate.

For example, twenty semester hours for a teacher-library media specialist might be increased by requiring six additional hours in children's and young adult literature. (See attached "Librarian Endorsement.") The renewal requirement, I suggest, should be doubled for both the teacher-library media specialist and for the library-media specialist.

AN EQUAL OPPORTUNITY EMPLOYER

2.) Courses to be Taught
Because I teach all of the ethnic literature courses (Chicano and Black) at UNLV and have prospective and returning librarians and teachers in my courses, I am acutely aware of the repeatedly demonstrated need for intensive and required courses in multi-ethnic materials: literature (fiction and non-fiction), music, art, etc.

I am firmly convinced that many ethnic materials are highly meritorious and appropriate for library acquisition. But because many present and prospective librarians have not systematically and intimately experienced ethnic literature, music, and art, these materials do not receive adequate attention. And, thus, a segment of our heritage remains relatively unknown. (The frequent query of "What is Chicano literature?" is a case in point.)

3.) Development of Courses and Workshops
The desirability for on-the-job training cannot be overestimated. I recommend that strong consideration be given at the Mountain Plains Regional Hearing for an intensive regional OJT plan to be structured--under the auspices of WICHE--for renewal seeking librarians. (Most certainly this kind of renewal would be superior to the approved extension courses with which I am familiar.)

4.) OJT would incur, for most participants, considerable away-from-home expenses. Perhaps local school boards could evidence their concern for superlatively (rather than for average or adequately) educated and trained public-school librarians by providing stipends to OJT participants.

Attached is a letter which I as a WICHE Commissioner recently received from the Director of Libraries at UNLV. I concur with the content of the letter and most especially with paragraph 2, for I think that certification renewal via OJT could serve as an initial step toward better prepared public-school librarians.

Upon request, I will forward my vita which includes papers presented at regional, national, and international conferences, publications, and consultantships indicating my particular interest in Point 2 of this testimony. If selected to give oral testimony in Denver on September 18, 1974, I will be present.

Sincerely yours,

Patricia A. Geuder

Patricia A. Geuder, Ph.D.
Department of English

PAG/pt
Enclosure

cc: Joseph J. Anderson
State Librarian
Nevada State Library
Carson City, Nevada 89701

Effective September 1974

LIBRARIAN ENDORSEMENTS

I. AUTHORIZATION: A certificate bearing the endorsement teacher-library media specialist or library media specialist is required for performing library media services in the public schools.

II. TEACHER-LIBRARY MEDIA SPECIALIST ENDORSEMENT
  A. Requirements:
    1. A bachelor's degree and a valid certificate endorsed for teaching in the elementary or secondary schools
    2. Twenty semester hours in library science media distributed to include work in each of the following areas:
      a. Organization and administration of the library media center
      b. Cataloging and classification of print and non-print materials
      c. Reference, bibliography, and service
      d. Selection of print and non-print materials
      e. Children's and young adult literature
      f. Media materials production and design
  B. Term: Five years, renewable
  C. Renewal requirement: Six semester hours credit, or the equivalent

III. LIBRARY MEDIA SPECIALIST ENDORSEMENT
  A. Requirements, complete 1 or 2:
    1. A bachelor's degree from a college or university accredited for the preparation of library media specialists and completion of an approved program of preparation for the performance of library media services. Approved programs after 9/1/75 must include three semester hours in Multicultural education.
    2. Meet all of the following conditions:
      a. Completion of all the requirements for the Teacher-Library Media Specialist Endorsement
      b. Completion of eight semester hours additional preparation in library science media through in-residence training in a college or university approved for the preparation of library media specialists, or through approved extension courses
  B. Term: Five years, renewable
  C. Renewal requirement: Six semester hours credit, or the equivalent

IV. PROFESSIONAL LIBRARY MEDIA SPECIALIST ENDORSEMENT
  A. Requirements:
    1. Meet all of the requirements for the Library Media Specialist Endorsement
    2. A master's degree in library science media or a master's degree and the completion of 30 semester hours preparation in library science media
    3. Three years experience as a library media specialist in public schools
  B. Term: Six years, renewable
  C. Renewal requirement: Six semester hours credit, or the equivalent, or the submission of evidence of professional growth accomplished during the term of the certificate

MUSIC TEACHER ENDORSEMENTS

I. AUTHORIZATION: A certificate endorsed for teaching music is required for performance of this service in the elementary and secondary public schools.

II. MUSIC
  A. Requirements, complete 1 or 2:
    1. A bachelor's degree and completion of an approved program of preparation

UNIVERSITY OF NEVADA, LAS VEGAS
4505 Maryland Parkway
Las Vegas, Nevada 89154
Library (702) 739-3285

August 6, 1974

Dr. Pat Geuder
107 Elm Street
Henderson, Nevada

Dear Dr. Geuder:

The exchange program for training librarians sponsored through WICHE is presently not funded in Nevada. I would like to urge you to begin this program for Nevadans.

Currently the universities at Reno and Las Vegas provide library courses which lead to certification for school librarians. They do not provide masters in library science and there is no need for them to begin a masters program since there are library schools in our neighboring states. Certification is, however, only a stop gap. What is really required in Nevada's elementary and secondary schools are masters degreed people in library science and media materials. Consider Washoe County. There are fifty four schools; in those fifty four schools there are only sixteen certified librarians. Of these sixteen, I believe only one has a masters in library science. Can you visualize the library service to Washoe's school children? Look at Lincoln County - - nine schools; not one certified librarian.

The public libraries in Nevada are only one slight step ahead of the schools. Outside of the large metropolitan area libraries, there are few people with library degrees. When we begin to participate in the WICHE program, we will begin to get degreed individuals in more of these libraries.

You are aware of the advances in information handling. One area that you are familiar with is that of medical information. The tapping of data bases with library terminals requires that the librarian be proficient in the art of handling the reference question before the computer bases are searched. Constant training and retraining takes place with the professional librarian in this area.

This area is not unique. Medicine is not the only subject which has its computerized data base. But the computer is not the sole force behind the need for librarians. A number of Nevada's school children who are being served by untrained personnel or no personnel at all is no credit to our state. The number of Nevada communities where the public library program is weak because of the lack of professional training of library personnel is far too large. The people in those communities are the losers.

Information is one of our national resources but that information helps us little if there are not those trained in handling it. I would urge you to begin immediately Nevada's participation in the WICHE program for library training.

Sincerely,

Harold H J Erickson

Harold H. J. Erickson
Director of Libraries

HHJE:sh

University of Nevada System
An Equal Opportunity Employer

NEVADA STATE LIBRARY
Carson City, Nevada 89701
(702) 885-5130

MIKE O'CALLAGHAN
Governor

JOSEPH J. ANDERSON
State Librarian

14 August 1974

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D. C. 20036

Dear Dr. Burkhardt:

As State Librarian for Nevada, it is a privilege to submit the following written testimony prior to the Mountain-Plains Regional Hearing.

I focus my remarks on the state participation in the national program. Historically, Nevada has participated in LSA-LSCA since 1958. We have seen the extension of services growing from the urban resource centers (in Nevada, these are four: Clark, Elko, and Washoe County Libraries and the State Library)to support and increase services and resources available to persons economically, culturally, and socially disadvantaged, and geographically isolated. Since the addition of the construction title in 1964 federal funds have assisted in new facilities in 8 counties and one more county is about to begin construction. In this same period the two major population centers built two new county library headquarters facilities with local and foundation funds. There are 16 counties and one independent city in Nevada. The Nevada Center for Cooperative Library Services was built to house a statewide technical processes function, now directly benefiting 46 state and local library and information agencies - including some public schools. It has become, through state legislative recognition and action a working division of the State Library itself, and the base for the provision of statewide inter-library loan service and the essential base unit in our developing concept of the state's network. Title I has permitted us to assist in strengthening resources in libraries all over the state and extend or create new services. Title III has enabled us to go far in meeting the objective of organizing the state's resources in cooperating libraries and information centers for access and use of all citizens.

With this as background, we stand now at the point where there is statewide concern for the future of the information transfer process. Nevada has a strong interest in access to regional, national and special resources. Its large geographic area and small population, widely and thinly scattered, requires real innovation and utilization of new and developing technology (satellite and educational television communication systems, line access to outside data bases, etc.), continuing education programs, and above all increased ability to participate meaningfully in regional and national planning action.

We strongly feel the lack of leadership and cooperatively developed direction from the federal administrative level. We develop a state plan from the "grass roots" with a basic user orientation, get the necessary administrative approvals through the state and federal administrative channels, and then, advising the citizens, statewide, of these approvals, find the stop-start effect of the cash flow process damaging credibility in program/project implementation and service delivery. A major factor here is the absolute lack of coordination at the federal level between the program planning development and approval process and the cash-flow system with its former impoundment action, continuing resolution funding and irregular appropriation action. The nature of this program strongly suggests a need for forward funding to maximize the intent of Congress in the delivery of information services.

I have written thus far as an administrator on the problems from planning to delivery. As a librarian at state level, I am charged by statute with the development and coordination of the statewide program of library and information services. Nevada is concerned that its planning be compatible with existing regional strengths, developed and developing computerized data bases for networking, that uniform standards be adopted at regional and national levels to avoid costly mistakes and "reworking". Nevada solidly supports the position taken at the Western States Library Agency Conference 16-19 November 1973 (see enclosed DATELINE STATE LIBRARY, December 1973) on the nation's library policy.

As a result of its work at regional (within the state) and at state level, the Nevada State Advisory Council on Libraries has identified three primary needs to be met:

a) regional development within the state to enable existing resources to be more accessible through network procedures;

b) action on extension of service to unserved (2 counties) and underserved areas;

c) establishment of continuing education programs for library personnel.

NCLIS can very well see the relationships to its proposed national program.

Cordially,

Joe

Joseph J. Anderson
State Librarian

JJA:jb

DATELINE STATE LIBRARY

Carson City, Nevada

JUNE - JULY 1974

FLASH . . . . Word has been received that the National Commission on Libraries and Information Science has scheduled the last of its major regional hearings on its proposal for a national library and information program.

The National Commission will convene this regional hearing at Denver, Colorado, on Wednesday, 18 September 1974. Citizens from all walks of life in Nevada will be contacted for direct response on their views for the future of services.

ALA ANNUAL CONFERENCE NEW YORK 8 - 12 JULY 1974

Joan Kerschner, Documents Librarian and I attended the annual conference of the American Library Association this year. Joan was extremely busy with the documents people in the Government Documents Round Table. She is planning to share the experience she brings back around Nevada a little later. We are pleased that she has been elected to national level responsibility in this area.

My time at the conference was literally full, starting with the meeting of the Chief Officers of State Library Agencies. Dr. Joseph Becker of the National Commission presented an audio/visual presentation of the present thinking of Commission through June on the proposal for a national program. I am pleased to report that the Commission has really listened to people in its hearings around the country. We will be getting a copy of the A/V presentation for use at district and other meetings for information of librarians, trustees, legislators and all interested in library development.

Other important meetings of interest were the Association of State Library Agencies (ASLA), in which a drive for membership was launched, planning for the San Francisco conference next year, and discussion of the survey project report: "THE STATE LIBRARY AGENCIES" was held. This publication is the first to gather a useful overview of structure and function of these agencies in one place. ASLA's ad hoc Committee on Automation, chaired by Ethel Crockett, California State Librarian, presented a report on networking plans: who's doing what; union data bases; state of the art, etc. An inventory of systems, equipment, and uses - state by state - was distributed.

Serving on the ALA Intellectual Freedom Committee, another 25 hours was utilized in discussing the effects of the most recent Supreme Court decisions, especially Hamling v. U. S. The Court's 1974 decisions not only reveal that the old problem of vagueness exists (what is obscenity), but also threaten an era in which uncertainty and danger will become permanent features of the dissemination of ideas. The equivalent committee of the American Association of Publishers met and worked with us.

Summing up, the 1974 conference was the best in years in my opinion. In its examination of the nature of the profession, it developed program content of quality, generated a lot of thought and in general, most of the conference program events played to overflow audiences. Easy to do with over 14,000 registered conferees!

STATEWIDE LIBRARY DEVELOPMENT

The Nevada State Advisory Council met at Carson City on 6 - 7 June 1974, for review of programs and projects for fiscal year 1975. The Council has again impressed with the thoughtfulness and effort which went into the process, and was unanimous in recognizing the value of regional review of the proposals before final review. Decision on the proposals will be announced by the State Librarian very shortly. Federal funding action by Congress is expected soon and we understand that the state allocation tables are being drawn up by the U. S. Office of Education.

COUNCIL APPOINTMENTS

Pursuant to the recommendation of the Executive Board of the Nevada Library Association, Governor Mike O'Callaghan has appointed Mrs. Hazel Potter, Librarian, Sparks High School, and Mr. Charles Hunsberger, Director, Clark County Library District, to the Nevada Council on Libraries. They succeed Mr. William E. Andrews, Director, Washoe County Library, and Mr. Hal Erickson, Director of Libraries, University of Nevada, Las Vegas, whose terms on Council ended 30 June 1974. Many thanks go to Messrs. Andrews and Erickson for their dedication and contribution to library development and service to all Nevadans.

The State Librarian also announces the appointment of Mrs. Joyce Ball, Reference/Government Documents Librarian, to serve on the State Advisory Council, representing the academic library community.

The Nevada State Advisory Council on Libraries is composed of the Nevada Council on Libraries appointed by the Governor (NRS Chapter 383) and extended citizen representation in accordance with the Library Services and Construction Act (Public Law 91-600) of persons consenting to serve appointed by the State Librarian.

THE NEVADA STATE ADVISORY COUNCIL ON LIBRARIES

Public Libraries

Mr. Earl Monsey, Trustee
Clark County Library District
Las Vegas, Nevada

Mr. Charles W. Hunsberger, Director
Clark County Library District
Las Vegas, Nevada

School Libraries	Mr. James R. Shipp, Principal Madison Elementary School Las Vegas, Nevada
	Mrs. Hazel Potter, Librarian Sparks High School Sparks, Nevada
Academic Libraries	Mrs. Joyce Ball, Reference & Government Publications Librarian University of Nevada Reno, Nevada
Special Libraries	* Mrs. Dorothy Hamel, Librarian Atomic Energy Commission Las Vegas, Nevada
Institutional Libraries	Mrs. Alice Lohse, Librarian Nevada Mental Health Institute Libraries Reno, Nevada
Libraries Serving the Handicapped	Mr. Mervin Flander, Supervisor Division of Services to the Blind Department of Health, Welfare and Rehabilitation Carson City, Nevada
Library Users	Mr. Edmond McGoldrick, Secretary Musicians Union, Reno, Nevada
	Mrs. Verlia Davis, Social Services Director Economic Opportunity Board of Clark County Las Vegas, Nevada
	Mrs. Nell Laird, President Carson Chapter, American Association of Retired Persons Dayton, Nevada
	Mrs. Robert K. Steele Ely, Nevada

* Chairman for FY 1975

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DATELINE
STATE
LIBRARY
Carson City, Nevada

December, 1973

Under cover of this DATELINE are sent to you two very important documents affecting the future of local, state, regional and national development of library and information services:

1. draft of a proposal on a new national program of library and information service from the National Commission on Libraries and Information Science:

2. report of the Western States Conference held 16-19 November 1973, which also considered the enclosed NCLIS draft proposal. As you will see in this report the 15 State Librarians present felt a sense of urgency and special concern for the future of all types of libraries. This DATELINE is my vehicle for transmitting this information for your study, discussion and comment.

Your comments, reactions, suggestions and viewpoints are sought so that I may know what position Nevada should take on these matters. It is my hope that academic, public, school and special librarians, library trustees, community leaders and other interested persons will meet in local and regional meetings to develop the position our State should take on these matters.

The following is a timetable of events so that you can see how action should be timed:

January 11	Nevada State Advisory Council on Libraries meets at Las Vegas on FY 1974 program.
January 19	Nevada Library Association Executive Board, Tonopah
January 19-25	A.L.A. Midwinter Conference, Chicago, Illinois (Will discuss these major concerns for future of libraries)
Summer 1974	NCLIS hearing, Mountain Plains States (tentative)

It is hoped that the bibliography entitled "Bibliography of Censorship and Obsenity (Law)" recently sent to all public libraries will be useful in your dealing with this problem.

THE NATION'S LIBRARY POLICY

WESTERN STATES LIBRARY AGENCIES CONFERENCE

JUNEAU, ALASKA - NOVEMBER 16-19, 1973

In delineating Federal, State, and local responsibilities for library services of all types, the Western States Conference recommends:

State and local governments should address themselves to a continuing committment to the national program by providing financial support for the basic needs of all types of libraries within their own states.

The Federal government, in its support of maintaining the national information resources, should address itself to meeting the problems that no single state can adequately address alone, to coordinating the efforts of the states in sharing their library resources with their sister states, and to providing citizens and libraries of the states with those expensive or highly specialized services that can most economically be provided on a national level.

It should do this by:

A. Legislation supporting:

1. Maintenance of the right of libraries to copy and to transmit parts of copyrighted materials to any citizen needing such information. To this end payment of any required royalties may be part of the Federal responsibility.

2. Assurance of the right of every citizen to the freedom of access to information.

3. Assurance of library-use availability, for reasonable cost, of postal and telecommunications facilities and services for the rapid exchange

of information among libraries.

B. Programs providing:

1. Continuation and expansion of centeralized services of benefit to all types of libraries and information centers.

2. Support of services to widely diverse and highly specialized groups including but not limited to the blind and physically handicapped, medical and related health sciences personnel, and such areas or installations within states which are without a tax base due to Federal action.

3. Coordination and dissemination of the output of basic research in all fields.

4. A national communications network with regional centers to utilize economically those resources available in each state, each region, and the nation.

5. Support of identified national information resource centers.

6. Adequate access to government produced information, ranging from improved document distribution to software programs.

Programs proposed herein should be administered at the Federal level by an entity whose primary concern is the development of Library and Informational Services throughout the nation. Criteria for participants in these Federal programs should be developed by this entity.

Library programs have not been recognized by the U. S. Office of Education as fulfilling critically important functions in our society. Information responsibilities to this nation are too great and encompass an area too broad to remain within the DHEW structure. Therefore, we recommend the functions of the Bureau of Libraries and Learning Resources be removed from the USOE and elevated to a position of independence and autonomy within the structure of the U. S. Government.

Administration of Federal funds at the state level should be a State-designated entity which can legally and operationally work with the entire library and informational community.

There is now a need to develop a bridge program over which libraries and information systems can move from today's service programs to the programs of tomorrow. Therefore, we assert that immediate priority must be given increased authorization and full funding of LSCA Title III as a means by which preliminary steps can now be taken to establish a base for the library service programs of tomorrow.

The importance of support at the Governors' level is recognized and State Library agencies are asked to alert their Governors to the library funding situation and to the urgency for their support and involvement at the State and Federal level.

The Western State Librarians intend to seek wide participation of the library community and users in discussion of these positions. We urge other State Librarians to initiate similar action.

States attending the conference were:

Alaska
Arizona
Colorado
Idaho
Iowa
Kansas
Missouri
Montana
Nebraska
Nevada
North Dakota
South Dakota
Utah
Washington

Mr. Russell Davis, State Librarian of Utah, Mr. Richard Rademacher and Mr. Roger Hanson will come before the Commission as a team. The three men have been working together in Utah on the problems of providing library service to a far-flung population when the tax-base supporting that service is derived from people living on only a small portion of it. Mr. Davis will present some slides illustrating the problem. Abstracts of the testimony of the other two men follows:

Mr. Rademacher--

Three essential components to a national program of library and information services should be:

1. Direct financial aid to states.

   At least 70% of Utah's land is nontaxable. 47-48% of the total value of real property is in one county, Salt Lake, but the needs of the few people in rural, low-tax-base areas elsewhere are of the same degree as in the highly populated areas. "It is of little value to develop a national network that is inaccessible to individuals because of their financial inability to develop lower level structures necessary for their inclusion."

2. Training for local librarians in the use of the national network service to such a degree that they are comfortable with the system and motivated to use it. The expertise necessary to conduct this training requires that it is Federally constructed.

3. Professionally designed national publicity to inspire public awareness and use of library and information services. While it may correlate with state campaigns, a national publicity effort would emphasize the national scope of the services offered.

Mr. Hanson--

Concern: Library and Information Services in Utah

80% of Utah's population lives in the urban areas of the Wasatch Front within a 40 mile radius around Salt Lake City. Offering service to the other 20% spread over a very large geographic area is very difficult.

over

Utah colleges have joined together and are now exploring connections with regional networks: CLC, Bibnet, etc. Such a plan as NCLIS proposes could strengthen and give new direction to the Denver Bibliographic Center with benefits for all in the region.

Traditional services need to be augmented through financial aid programs and the benefits of new technologies such as the SALINET program.

The library image needs to be changed from that of a storehouse of knowledge to an active information center. Each library need not be all things to all people, rather strength is found in the great array of resources in the country. What is needed is access to them through communications.

A White House Conference in 1976 is an appropriate time to launch a national program for information services.

Questions:

1. Are there any cost figures demonstrating or estimating the greater expense per capita of providing service to your scattered public outside the Salt Lake metropolitan area?

2. Much of Utah's nontaxable land is also nonproductive, is it not? Where do people who live there turn for other services? Is turning there an acceptable way of life?

3. What, if any, explorations toward joining a larger network is the Utah College Library Council making in coordination with other groups in the Mountain Plains Region? Does UCLC propose possibly discontinuing support of the Denver Bib Center if they choose to join another network?

4. How critical is the problem of network connection in terms of the felt needs of users and in terms of budget possibilities for the next one to three years?

THE UNIVERSITY OF UTAH
SALT LAKE CITY 84112

MARRIOTT LIBRARY

August 6, 1974

Dr. Frederick H. Burkhardt
National Commission on Libraries
& Information Services
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

Thank you for the opportunity to comment on the proposed National Program for Library and Information Services and to testify to the need for improved library and information services. I will attempt to respond directly to as many of the topics of interest you suggest as possible. For the most part though I would see a national plan for library services as absolutely essential to solving some of the problems.

The problems libraries are facing and suggested solutions are clearly spelled out in the draft proposal for "A National Program for Library & Information Services". I endorse the national program as recommended by NCLIS. What we need, however, is the endorsement from legislators at the state and federal level and a willingness to commit funds for development.

If we have strengths in library and information services in Utah it would have to be the fact that we have the largest county library system, the largest city library and two major universities within a 40-mile radius. The main reason for this is the fact that more than 80% of the states' population lives in urban areas along the "Wasatch Front". This also accounts for one of our greatest weaknesses in that the remainder of the state is very sparsely populated. Some counties have a population as low as 650. It is very difficult to offer adequate library services to these large geographic areas having such a low population.

Intrastate cooperative efforts have been mainly the State Library Commission's efforts to provide bookmobile service to areas not served by other libraries. The colleges and universities in the state have banded together to form the Utah College Library Council (UCLC). This group has been very successful in sharing of resources, cooperative collections development, and efforts toward standardization and compatibility of automated systems. They are presently exploring the possibility of joining a network such as the Ohio College Library Council (OCLC) or BIBNET which has been developed by Information Dynamics Corporation. I believe that UCLC feels it would be better to join through a regional effort such as the Bibliographic Center for Research in Denver. The State of Utah has membership in the Bibliographic Center under an umbrella contract. I believe a national program would strengthen the Bibliographic Center now at a time when it is on the verge of collapse and give it new directions as to what its purpose for existence is. The Bibliographic Center should be one of the nodes in a national information network. I think the benefits offered to almost all, if not all, states are such that everyone would want to participate in a national program.

Traditional library services in the state are not adequate and can be modified to better serve patrons. I believe it is entirely appropriate, and necessary for the Federal government to encourage local improvement through financial aid programs. This is especially true in Utah where more than 70% of the land is owned by the Federal government. The financial aid should be provided to assist state and local libraries meet their commitments toward participation in the national program. This would be much more effective than providing individual grants to allow libraries to grow as a collection of separate parts.

I believe the ATS-6 communications satellite launched by NASA on May 10, 1974 will be the greatest asset for improved communications and information transfer the Mountain Plains states have experienced to date. The Federation of Rocky Mountain States is using the ATS-6 for a Satellite Technology Demonstration (STD). During the 1974-75 school year STD will beam televised educational programs to 56 rural sites throughout the Rocky Mountain region. The STD is also transmitting health and training programs for the Veteran's Administration and the Appalachian Regional Commission to VA hospitals and rural sites in 13 Appalachian states. Remote areas of Alaska will also receive these programs. In 1975-76 the satellite will be used by 87 high school and library sites, as well as 11 public broadcasting stations in twelve states. Forty-eight of these sites will have two-way communication capabilities. Also during this time period a group called Satellite Information Network (SALINET) has received "user designation" on the Communications Technology Satellite to be launched in late 1975 or early 1976. SALINET plans to use the satellite to speed information retrieval in sparsely populated areas as well as to transmit bibliographic data. The satellite will also be used to transmit inservice training programs.

A disturbing feature about SALINET, NELINET, SOLINET, OCLC, BIBNET, etc. is that these are networks developing independently of each other with no assurance of compatibility. These various regional networks must be able to communicate with each other if we are to have a national network. As libraries should not be allowed to grow as a collection of separate parts neither should networks.

Libraries have long been looked upon as "storehouses of knowledge". This image must change from a storehouse to an active information center. The demand for new knowledge in an increasingly complex society is inexhaustible. Each library cannot expect to be all things to all people yet one of the great strengths of our country is the great array of intellectual, scholarly and research resources to be found in our libraries and information centers. They must be mobilized as a national resource. This can be done by interconnecting existing library and information systems through communication. Now man's inventiveness has given us new instruments for extending and distributing the flow of information. The programs proposed by the National Commission on Libraries and Information Services are essential for us to sensibly incorporate these new technologies into our daily activities. A White House Conference on Libraries and Information Services during our country's bicentennial year would be a most appropriate time to launch these activities on a major scale.

Sincerely,

Roger K Hanson

Roger K. Hanson
Director of Libraries

RKH:mt

Given the establishment of a national service, there are two more aspects of development necessary to insure utilization of the service. One deals with the profession and one with the public.

Because funding for library service varies so much within the state, the corresponding level of library service varies accordingly. To insure that all individuals have equal opportunity of availability, it is my feeling that a national effort must be made to train librarians in all areas in the scope, depth, desirability, and ability to utilize such a service. Unless librarians on the local level feel competent in utilizing such a service and, in fact are motivated to do so, in the majority of small communities the service just as well might not exist. Because of the expertise needed to organize and design such a training program, I feel it should be direct on a national level.

Given the development of a national informational service and a competent delivery system, a third necessary component is adequate public awareness. It is essential that the public be made aware of what is available to satisfy informational needs. Further, this awareness must be professionally designed to motivate use regardless of prior experience. Although this should be correlated with state campaigns, a national effort demonstrating that the project is national in nature, is essential. An example of such publicity programming is the Reading is Fundamental Program or the National Drug Abuse Campaign.

Sincerely,

SALT LAKE CITY PUBLIC LIBRARY

Richard J. Rademacher

Richard J. Rademacher
Librarian

RJR:sc

SALT LAKE CITY PUBLIC LIBRARY

August 13, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Informational Science
Suite 601
171[illegible] K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Because so much already has been said and written about adequate library and informational services necessary to meet the needs of the people of the United States, it would be difficult if not impossible at this point to bring forth a completely new and constructive approach. However, there are several items that I would like to underscore as particularly important for the determination of feasibility of implementation and enthusiastic acceptance of the final recommendations of the National Commission.

As explanation of my belief that an essential component of a national plan for development of a national informational program must include direct financial aid to states, I would like to briefly state a few facts about Utah's tax basis. An estimate based on preliminary findings of a state study currently being conducted by the local Valuation Division of the State Tax Commission indicates that at least 70% of the land in Utah is non taxable. In addition, Mr. G. Douglas Taylor, Chairman of the State Tax Commission, indicates that 47% to 48% of the total value of real property in Utah is in one county--Salt Lake County. Given the premise that informational needs are of the same degree, if not frequency, in rural areas as in highly populated areas, the financial situation for libraries becomes quite clear. The funding of public libraries is very unequal throughout the state. Mill levys for library support currently vary from 0 to the maximum of 3 mills. Further, as is quite evident from the amount of money granted to libraries from Revenue Sharing, the competition for state money is fierce and libraries have a low priority. Consequently I believe that an important national responsibility when developing a national informational service is the realization that funding is necessary to allow state wide access. It is of little value to develop a national network that is inaccessible to individuals because of their financial inability to develop lower level structures necessary for inclusion.

209 EAST 5TH SOUTH
SALT LAKE CITY, UTAH 84111
TELEPHONE 363-5733
AREA CODE 801
RICHARD J RADEMACHER, LIBRARIAN

Bob Carmack
Director of Libraries
University of South Dakota
Vermillion, South Dakota

Factors affecting academic libraries in the Mountain Plains Region include a special responsibility in a resource-poor area to back-up other smaller libraries, too few funds to adequately meet that responsibility and a lack of a central resource activity within the region though strong resources and services exist in adjacent states. There is a continuing need to develop quick, efficient, inexpensive access to greater sources of both bibliographic data and document delivery within the region. Costs have precluded filling that need by capitalizing on emerging systems.

Strengths and weaknesses of service in the region:

1. Regional geography and population distribution create unique problems in communication, equity and access to resources, and in the cost of providing services especially in relation to the tax bases.

2. Librarians are strongly committed to good library service.

3. Key regional services, though inadequate, are available in the Bibliographic Center and WICHE.

Cooperative efforts:

1. The potential for effective regional resource sharing exists in now under-developed programs because the will to cooperate is there.

2. In South Dakota the State Library provides access to service for small libraries and for individuals via TWX and WATS lines.

3. State support for cooperative efforts varies according to their financial capabilities, their awareness of libraries and the strength of their leadership.

4. NCLIS could help by developing standards to promote uniformity among various data bases, the lack of which discourages cooperative efforts.

over

The quality of library service in the region is uneven. It suffers for all the aforesaid reasons and for lack of trained librarians. There is now considerable interest in innovative delivery programs using new technologies, cable TV, satellites and TWX, but funding problems and negative attitudes deter progress in experimentation and use. The telephone is still the most potent force in information service.

A 1973 survey identified 37% of professional positions filled by educationally unqualified persons. Others are simply out of date. The essential continuing education programs are now being developed through WICHE and MPLA.

A most critical need is for materials which are culturally sensitive to Indians. Federal programs might support some Indian writers who could present and preserve the Indian heritage.

Questions:

1. What out-of-region resources do you use for interlibrary loan, etc.? Might it be possible and cheaper to expand those facilities to serve the states of this region rather than to develop resources within the region? What advantages and disadvantages do you see?

2. How large is the demand on your library from nonuniversity state citizens?

3. Given the funding abilities of small communities, is it logical for them to aid to hire trained librarians? What continuing education courses would be necessary to train community librarians and could the states assume responsibility for this training and underwrite town costs for their librarians' participation?

TESTIMONY FOR MOUNTAIN PLAINS REGIONAL HEARING
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SERVICES

Academic librarians have as their essential role the provision of those resources, or access to those resources, which fulfill the needs of the faculty, students, and researchers at their respective institutions. In smaller states, such as South Dakota, the major academic libraries serve an additional function as a back-up library to the people of South Dakota through the State Library agency. Being in a state which is overcommitted to public higher education, dollars are available to satisfy little more than the essential needs of both my immediate clientele here at the University of South Dakota and the people of the State. I do not feel this situation is atypical of a number of other states in the region. Thus, reliance upon regional programs of cooperation is essential and a strong interest in the sharing of resources and in programs which will broaden access to materials and services at minimum cost is natural.

The matter of geography plays a key role for many of the academic libraries in the region in that the location of many of the colleges and universities are such that they have access to a number of major resources which are not included in what may be defined as the Mountain Plains region. This matter of space, as I will discuss later, plays a key part both in determining needs and also in the formation of any cohesive regional program. The lack of a central point with which to identify, the availability of strong resources and services in adjacent states, and the important point of service to patrons quickly and efficiently raise key questions in any discussion of regional networks and cooperation.

Currently most of my needs, speaking as an individual librarian, can be met within the region, though not necessarily within the time frame that I would like. However, there is a continuing need to develop quick, efficient, inexpensive access to a greater source of both bibliographic data and document delivery for academic libraries in the region. The overall resources of the region are not as rich or as deep as other regions adjacent to ours and access to the broadest base of data is essential for good library service. Costs, however, preclude many academic librarians from being able to capitalize on existing or emerging systems. Thus, further effort on the part of the federal government in both the funding of such participation and in the development of a national network which can be accessed to efficiently and cheaply is highly desireable. I might add that it is very important that any developing national network establish uniform standards which must be adhered to for connection to the sys em. Conformity to the same standards

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makes for a much more efficient service not only to library users but to librarians.

1. Strengths and Weaknesses in Library and Information Services in the Region.

In assessing the strengths and weaknesses of library and information services in the region, it is important to note some characteristics of the region which serve to determine the strength or weakness and effectiveness or ineffectiveness of library services. These factors are somewhat unique to this region and play key roles both in services provided and the levels at which they are given.

Primary among these characteristics is space. As expressed in distance, space presents unique problems in communicating, in understanding forces which determine some states actions as opposed to others, of equity in availability and access to resources, and, most importantly, in terms of costs for providing library services. For example, in South Dakota some 661,000 people reside in the 77,047 square miles of area which makes up South Dakota. However, the population of the State is largely concentrated along Interstate I-29 which runs north and south along the eastern edge of the State. There is only one major city on the western edge of the State. In between these two lines and in all directions, there is a vast area of sparsely populated, rural farm areas and small towns. This distance has resulted not only in an inequity in terms of availability and access to library resources and services but to an almost total lack of traditional library services to many South Dakotans. A quick check of the regional map will reveal that South Dakota is not unique in this situation.

Diversities in population, along with other socio-economic factors such as sources of revenue and personal income, also plays a key role in that they tend to, in effect, divide the region into "have" and "have-not" states not only in terms of dollars for library services but for other services as well. With three of the states (Colorado, Nevada, and Utah) having a higher percent of urban population than the national average and with two states (North and South Dakota) suffering from out-migration the effect of this characteristic can readily be seen in a close comparison of the library programs in those states. Thus, in order for some of the smaller states to provide the library services needed federal funding is essential and the role of the National Program in securing such funding is critical.

One particular strength of the region which bears mention is the committment on the part of many librarians to providing good, quality library service. From the local level through the states and on the regional level there exists a core of dedicated librarians who are committed to libraries and who are continually searching for ways to either augment or supplant existing programs of library and information service.

Further, there is strength in the existence of key services and agencies which need to be tapped and built upon. The presence of the Bibliographical Center for Research in Denver gives the region access to library holdings of the region as well as the Library of Congress. Further, the Western Interstate Commission for Higher Education, in its Continuing Education for Library Personnel Division, under its new leadership, shows promise of providing a much needed service to the region.

Thus, in summary, space, population, and other socio-economic factors, play a major role in library services in the region and perhaps more so than in some other areas. As such, these characteristics have to be kept constantly in mind in any discussion of cooperative efforts, programs, and fiscal support for this region. I should again re-iterate that the existence of certain programs and the presence of librarians who are willing to work together and to explore and seek alternatives to existing methods of service, organization, and operation are significant strengths in the region.

2. Inter- and Intra-State Cooperative Efforts

In determining the strength of existing efforts there is a feeling that existing programs are performing well but that many of them could be doing more and, further, that there is a potential for the development of new programs which is awaiting only the initiative of some person or agency. As an example, the Bibliographical Center for Research in Denver is looked upon as a major resource in the area but there is real concern about its performance at this time. However, in response to the request of librarians in the region, the Board of Trustees of the Center is in the process of negotiating with OCLC to serve as the regional facilitator for access to that system.

That there is interest in inter-state cooperation is evidenced by the fact that most states have inter-state library compacts and that as a result of a recent Mountain Plains Library Association conference on interlibrary cooperation, a Task Force has been appointed, and is at work, to develop a master plan for the Association which would speak to, among other things, interlibrary cooperative efforts. In addition, some academic libraries are participants in inter- and intra-state consortia and programs which share resources. Further, some states have developed regional networks within their political boundaries which provides access to information and document delivery services. However, unstable and insufficient funding from local, state, and federal levels have been sufficient to provide the real support these programs need or to encourage further development and refinement. A strong, firm committment on the part of federal and state governments would give a significant boost to such cooperative efforts.

Within the State of South Dakota, the State Library plays a key role in cooperation. It contracts for access and pays trans-action fees to the Bibliographical Center for Research on behalf of all libraries within the state which is a major strength for South Dakota. In addition, it maintains a state union catalog which lists the holdings of major libraries in the state. Further, the State Library is funding, from federal resources, an experimental TWX program which connects the three major academic libraries and the State Library. Inter-library loan is used extensively throughout the state and within the academic libraries there are reciprocal borrowing arrangements, free photo-copying of articles up to ten (10) pages, and with some libraries, cooperation in the purchasing of resources. It should also be mentioned that there is representation, on behalf of academic libraries in South Dakota, on the Advisory Council for the Upper Midwest Regional Library Network, which is now conducting a feasibility study to determine its direction.

In terms of discussing the support of libraries by state administrations it can be said that such support varies from state to state and is somewhat in proportion to the "have" and "have-not" states. In South Dakota, libraries have a rather low priority in the legislature, though there is evidence that this is being turned around through strong efforts on the part of key librarians in the state and through the leadership evidenced by the new state librarian. Strong federal financial support is looked upon by legislators to support library activities in South Dakota as it is in many states and particularly so if there is a bad corn crop or a drop in the number of tourists.

Deterring factors to development of inter-state and intra-state cooperation are again space, funding, the costs involved in initiating, developing, and implementing new services, and somewhat the low priority of libraries in some state legislatures. Funding, however, is probably the key factor as there again is a willingness to participate in systems and networks which have demonstrated abilities and capabilities in the provision of library and information services.

The concern of many in these cooperative efforts and particularly in those relating to machine readable data bases is, in addition to the very basic one of costs, is the lack of uniformity in, and application of, existing or emerging standards. The National Program could help tremendously by developing standards and strongly encouraging adherence to these standards. Consideration should be given to structuring programs in such a way that it will be almost mandatory that existing and emerging systems and networks have the ability to interface with the National Program. Further, continued pressure, through legislation, for federal funding to cover the costs of states participating in such networks as well as to cover research and development costs is essential.

3. State Participation in the National Program

It is my feeling that the State of South Dakota would benefit immensely from participation in the National Program.

4. Traditional Library and Information Services

It is somewhat difficult to assess the adequacy or inadequacy of library services in the region. As mentioned earlier, problems of distance in many states has precluded traditional library services. Further, the lack of qualified librarians throughout many of the states plays a role in the adequacy of traditional services. I think it would be safe to say that the quality of library services is somewhat uneven throughout the region and again strongest in those states which have more funding and trained personnel working in libraries. This is not imply, however, that the desire isn't there to provide these services or to develop new programs on the part of libraries but that there are a variety of forces at work which influence levels of service.

There are, however, some innovative programs such as books by mail, telephone reference service, and business reference services which are now being implemented that show promise of new possibilities for traditional programs. In addition, reliance upon inter-library loan services and WATS lines is heavy. For example, the South Dakota State Library, circulated or made available some 311,871 items from its library resources and has a WATS line through which any citizen of the State can call for information and assistance.

Badly needed though is a strong public relations program and campaign to raise the visibility of libraries, to promote their services, and to encourage patron use and support. Such a program for local libraries, as well as the promotion of innovation, research, and development on the part of local librarians, should be a key element in the National Program with the appropriate federal funding support. Criteria will have to be drawn up to guide such programs and these should be developed on a state level for local application. However, criteria should be flexible enough so that the merits of each individual proposal will determine the amount of aid from the available resources.

5. Technology

There are a number of technological innovations particularly suited to the delivery of library and information services to, and in, the Mountains Plains region. These include, but are not limited to, computer applications of machine-readable data, communications satellites, cable TV, and TWX. All of these are being used to some degree in the area or are, in the case of the machine readable data and the communication satellites in a stage of intensive planning and study for implementation. A key experiment now imminent is the launching of a communications satellite which will serve as an extension of local library resources for residents of twelve (12) mountain and plains states (see attached). TWX also serves a key role in inter- and intra-state cooperation. The TWX hook-up with the Bibliographical Center in Denver provides access to the data of this Center as well as to the Library of Congress. Also, here in South Dakota, a TWX experiment is now underway between the State Library and the three major academic libraries in the State in an attempt to determine its effectiveness as opposed to more conventional methods of inter-library loan service.

The emergence of cable TV as a viable disseminator of information and instrument for use in library services appears to be only now developing in the region. Though there are probably uses of this media in various stages of development within the area key uses have been noted in Wyoming and Colorado. Further effort is needed to make effective use of cable TV.

The telephone stands as probably the most potent force in information and library services in the region though probably more on an intra-state rather than inter-state basis. As described earlier, the telephone and particularly the WATS lines, play a key role in state library activities within South Dakota. However, I do not feel its ful potential as a force for information and bibliographic services on the local level has yet been realized.

All of these technological and telecommunication advances are far from being utilized as they should. The major reasons for these are funding and attitude. In an area marked by diversity in funding levels priorities at local levels often preclude funding consideration of these programs. Thus, again, federal support should be made available to encourage participation in, and use of, these advances. Equally important though is the attitude of librarians in the area. A program of attitude adjustment is necessary to change librarians thinking toward machines and to bring them to a greater understanding of their function and capabilities. NCLIS support in this area is important.

6. Continuing Education Programs

Continuing education programs for people working in the libraries of the region in all subjects, is a vital, urgent need. According to a survey conducted by Dr. John Eastlick for the Mountain Plains Library Association conference on interlibrary cooperation, of 1,102 identified professional positions, 416 or 37+ percent were filled by individuals not meeting educational standards.[1] North Dakota has almost fifty percent of its professional positions filled by individuals with no professional training while Wyoming has some fifty percent of its positions filled by persons having only undergraduate degrees or undergraduate library training.[2] In further comment on how current and up-to-date the library knowledge of the professionals in each state were, the author "suspected that many librarians of the MPLA area are, frankly, out-of-date and not able to cope with the new problems of today's librarianship."[3] Therefore it goes without saying that local, state, and regional efforts in continuing education is essential. Efforts to meet this need though are being developed by existing agencies or associations within the region. New leadership in the Continuing Education Program for Library Personnel within the Western Interstate Commission for Higher Education promises well for continuing librarianship. In addition, the Master Plan Task Force of the Mountain Plains Library Association, as mentioned earlier, plans to make continuing education one of the major goals of the Association. They cannot do it along, though. National support is essential!

7. Services to Indians Living on Reservations

In discussions with Indian people, in reading documents pertaining to Indian education, and somewhat from my own experience, library service to Indians on the reservations is, at best, inadequate. Trained Indian personnel, bilingual and bi-cultural services and resources, local control and input, and, of course, major influxes of federal money are only a few of the resources needed to correct this situation. I have read the testimony submitted by the National Indian Education Association to NCLIS about the lack of library services and personnel on the reservations, as well as in the off-reservation cities and towns, and anything that I would add would be somewhat redundant. I would strongly urge your review of this pertinent testimony. I am attaching for your review and information the statement of goals for Indian Library and Information Service as approved by the American Library Association and the National Indian Education Association.

A most critical need is for materials which culturally sensitive to the American Indian. Objective, balanced treatments of the Native American and his contributions are needed. Having served as both a member and chairperson of the American Library Association sub-committee on Materials for the American Indian I can attest to the lack of adequate, objective materials and the need for more understanding of library needs for the American Indian. Much needs to be done in the development of Native American wrtiers who can present the heritage of their people and it might well be that federal support of programs to encourage American Indian writers might be one of the most valuable programs that the NCLIS could promote and provide.

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[1] Eastlick, John T. "Human Resources in the Mountain Plains Library Association" Mountain Plains Library Association Conference on Interlibrary Cooperation (Supplement to the "Mountain Plains Library Quarterly") 1973, p. 55.

[2] Ibid.

[3] Ibid.

TESTIMONY SUBMITTED BY:

Bob Carmack Bob Carmack
Director of Libraries
University of South Dakota
Vermillion, SD 57069

August 16, 1974

Mr. Frederick H. Burhardt
Chairman
National Commission on Libraries
  and Information Science
Suite 601
1717 K. Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Attached is testimony for use in the Mountain Plains Regional Hearing.

I am grateful for the opportunity to provide input into the Hearings of the National Commission. For convenience purposes I have divided my remarks into two sections: one which discusses briefly the needs of academic libraries in the region and secondly, a discussion of the topics as outlined in the invitation to submit testimony.

Again, thank you for the opportunity. I will, of course, be happy to discuss any or all of the testimony further if you so desire.

Sincerely yours,

Bob Carmack

Bob Carmack
Director of Libraries

BC/jb

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Ms. Melody Kuehn
Minot Public Library
Minot, North Dakota 58701

The writer has developed a wide-area community information center in the Minot Public Library. Her written testimony is in the form of a research paper on her project. Selected pages are included here.

Need for a community information and referral service in the city was established by questionnaire and interviews of citizens. A central referral service was desired to record in one place all the human service agencies working in the area with a description of their services, requirements, hours of operation, etc., so that a citizen could be referred to the proper agency to satisfy his need through just one inquiry.

Steps to establish the referral center included:

1. Analysis of requests for information and the steps to be followed in filling them.
2. Compilation of agency information. Directories were collected to identify agencies. Questionnaires were sent and follow-up interviews conducted so that agency participation was near 100%.
3. Programming collected information including investigation of various functioning services to determine the best program for Minot.
4. Staff development.
5. Publicity, an on-going activity.
6. Publication of a directory.

Questions

1. Now that your service is in operation, what has actual experience proven about the need for and the implementation of your service?
2. What procedures have you established for up-dating your information?
3. How expensive is this service to operate once it has been established?

Jack I. Gardner
President, Nevada Library Association
Las Vegas, Nevada

Concern: Service for Nevadans.

With the help of LSCA and foundation funds and through careful statewide planning by librarians and citizens together, the Nevada regional library concept has expanded library service greatly since 1950. But Nevada is too large geographically, too small in population, and too new in wealth to have adequate resources for its people without help. Nevada needs money for books!

Federal funds should travel traditional LSCA paths not the political paths of revenue sharing. Funds going directly to library planners allow for long range controlled growth.

Greater benefits have come to Nevadans from its cooperative relationship with California than through its own intra-state efforts. Basic resources are the critical need, not network connections.

Nevada has no library school. The Library Association is now seeking funding for a manpower training and certification plan that they feel will raise the qualifications and morale of library personnel by making experience and continuing education adequate qualification for advancement.

Questions

1. Is is economically feasible to spend the funds necessary to provide service for a community of 200 people? What are the alternatives to community libraries in such a place?

2. The Nevada Library Association manpower proposal appears to recognize two concepts, or a divided concept, of librarianship which might very well serve the needs of its citizens. One is that of the experienced and capable readers' advisor who serves well the everyday needs of citizens and the other the trained resource person with the advanced degree serving special needs. Would you comment please.

Jack I. Gardner, President
Nevada Library Association
400 E. Mesquite
Las Vegas, Nevada 89101

Nevada is geographically large and population-small with the largest population centers in Reno and Las Vegas. A smaller urban population resides in Elko county, Nevada's northeastern corner, but for all intents and purposes the two north and south cities determine library needs in Nevada. Large areas are sparsely populated without a tax base to support library service either by bookmobiles or small library stations. For many earlier decades, Nevada was without a library concept. Between 1950 to date that concept has slowly evolved into a statewide regional concept. With the help of federal money, library oriented citizens have begun to determine library needs in the state.

Through a federally supported State Library, and a generous Fleischmann Foundation, library service has been introduced in every populated county in the state. Nevada now has 19 public libraries, an incredible improbability 15 years ago. Much of the credit must accrue to LSCA funding and the energies of a library profession. Nevada has over 70 professionals as compared to 18 in 1960, a state-wide film circuit, state-wide reciprocal borrowing, active programming in adult and childrens areas, programs for the handicapped, the institutionalized (adult and juvenile) and the large percentage of black, Spanish-speaking and Indian populations now residing in pockets throughout the state. In addition, a regional concept within the state has been established through federal and state funding which includes the use of TWX and tele-facsimile. Because of the regional concept interlibrary loan and informational requests are now speeded in and out of the state.

Moreover, the past decade has seen the development of a documents depository system which not only organized the wealth of state and local documents and publications, but made it available to every public, academic and special library in the state.

Still and all, Nevada is a very small and financially poor state. Its library obligations are legion. Populations overflow from California and the bordering Pacific Northwest states, from the midwest and east coast into Nevada, providing little indication or forecast of the needs of eventual population levels and concomitant future library services. Nevada is the fastest growing state in the union, and present property tax assessment cannot provide the resources to meet present or future library service responsibilities.

Although giant steps have been made in Nevada to establish library goals and objectives, the urban areas are not financed well enough to provide adequate service to its populations. Very few titles per capita are available to a demanding public. There is not enough money to adequately finance bookstock for libraries in the state. Simply stated, Nevada needs more money for books.

The state has established a regional network incorporating regional centers which theoretically house a wealth of resources for the smaller libraries. But when a call goes out for these materials, the regional center cannot provide the title. Titles must be placed on reserve and the requesting patron can wait between two to four mounths for a popular title every public library branch and station should have. Why? No resources! The regional library is usually the largest and best funded library in the region. But that regional library and its local government cannot be expected to fund every existing public library within its region without contracting funds or supplemental allocations from a larger super government such as the state or federal government.

SOME QUESTIONS

Is it appropriate for the federal government to encourage local improvement through financial aid programs? If so, what criteria should determine the amount of aid given?

LSCA funds have established traditional paths down which to funnel these funds. The alternative "revenue sharing plan" provides for local programs as determined by local politics. But library service has little priority in the eyes of the local politican. Other city services are far behind a burgeoning population requirements, and these need be fed long before funds can be made available for the construction of library branches, or better funding of library book budgets. Short term votes are more important than long term planning for library services.

Furthermore, revenue sharing because of the competition for these funds demands library directors and boards "play politics" -- something most librarians are not hired to do. Another consideration which should be stressed, is that politics require friends and "friends" do not necessarily allow for a balanced book collection. Librarians are trained to select book titles uniformly in relationship to a designated book budget, not in relationship to demands by a majority of bigots or a minority of idealogical cranks embracing overthrow of the existing government. These very bigots or minorities may turn out to be necessary "friends" in a political situation.

LSCA has proven itself in Nevada's case. Long term planning plays a major role in allocating federal funds for library projects in Nevada. Unless money spent will fit into a state-wide plan, it is not approved. Eventually such action results in a balanced, well developed, conscientious regional plan. A worthwhile regional plan, well designed, presented and thoughtout should be criteria to determine the amount of aid to local government for library service and programs. A good plan can be determined by built in evaluative devices which provide feedback for interpretation by state officials and an advisory council such as now exists in Nevada.

The amount of aid will naturally be limited by national priorities. But a key formula should be developed from a population base and the difficulties each state may have in providing library service due to geographical considerations. Perhaps a percentage may be involved which provides benefits to a state for sparsely populated areas.

How strong are existing efforts? Are they supported by state administrations? What factors deter their development?

Presently there is state funding for libraries in Nevada. But the available funds are not adequate to support innovative programs such as presented by the National Commission and provide more books to Nevada's libraries.

The state legislature determines its priorities and, as usual, places library service in a rather mediocre status. The governor supports requests for library service, but during the "cutting of the pie" the state Budget Office cuts appropriations proposals by one half.

It would be "nice" to believe intrastate development might alleviate library problems in Nevada, but in effect intrastate networks could not provide the help that a volunteer working and cooperative relationship with a wealthy California has already brought. Although California in many ways is in a rather primitive state of library development (no reciprocal borrowing, very little instate cooperation, etc.) it has several millions of dollars worth of library resources which Nevada taps daily -- and all at no expense to Nevada. Yet Nevada cannot through this remarkable arrangement provide the stuff of libraries to its public, i. e., popular basic titles. We cannot borrow from California what every library normally owns. The materials must be provided, so goes the theory, by the local supporting governmental unit. Yet in reality Nevada's local governments cannot and will not provide funds for its public libraries. We must then submit our needs to larger governmental units such as the state or federal government.

State participation in the National Program. Are the benefits offered a state's users sufficient to encourage its participation in the Program?

The benefits listed are those very elements presently stressed at every turn at the state level. The advantages of the nationwide network concept have been presented as possible rewards to state administration after state administration, legislature after legislature. But very little effect has been seen in state funding for libraries, and I regret to suggest those benefits on page nine (Synopsis.....) would attract the support of our state legislators.

Continuing education programs.

Nevada universities do not now include a degree oriented library school. Academic library courses are provided on an undergraduate level for the teaching profession. Continuing education in Nevada is determined by these courses, and workshops developed by the Nevada State Library. In general public libraries do not include formal in-service training as a regular program for professionals, technicians or clerical help. The Nevada Library Association is attempting to obtain funds for a study and development of a library manpower training and certification plan. The State Librarian and his Advisory Council have recommended allocation of LSCA 1974/75 funds (not yet appropriated) for the implementation of this study. A copy is included for study.

The Nevada Library Association wishes to stress that continuing education provides a challenge to Nevada librarians. Without training there can not be adequate library service. And without certification libraries can not develop staff morale. Personnel must be made to feel that a combination of academic achievement, on-the-job training and work experience will be rewarded by job promotion and national certification (implying acceptable status by all libraries in the United States).

An intrastate regional agreement should be encouraged through whatever means to develop training packages and provide these for use by libraries within the state. State libraries participation as host for these packages seem to provide the supervisory necessities in any such undertaking. It is perhaps along these lines the Mountain Plains Library Association, the intermountain regional library association, has been recommending continuing education.

Academic achievement in a professional library school has hitherto been the sole foundation upon which promotions are made in library management. But the NLA now is striving to include work experience, and a thoroughly developed system of continuing education courses accredited on a national level. We feel this is vital in solving the present library labor problems now existing in Nevada.

NEVADA LIBRARY ASSOCIATION

APPLICANT	Nevada Library Association
LIBRARY/AGENCY ADMINISTRATOR	Jack I. Gardner, Pres. Larry Crandall, Pres. Elect.
PROJECT TITLE	Nevada Manpower, Certification and Training Conference
FUNDING	Grant-in-aid
DURATION OF PROJECT	Date of Grant to June 1977 (Three conferences, one a calendar year)

PROJECT

The project would provide funds for the organization, travel and publishing of a series of three conferences to produce a Nevada library manpower plan.

OBJECTIVES

The manpower conference would: a) Establish levels of merit relating to work experience, academic achievement and in-service training achievement; b) tie these levels of achievement to a statewide school, university and public library certification plan; c) initiate work/study, continuing education and in-service training achievement programs in libraries relating to this statewide library certification plan; d) develop guidelines for hiring standards, salary classification, job descriptions, accreditation, in-service training and in-state exchange programs in relationship to the above mentioned library certification plan; f) develop proposed state legislation to establish library certification.

DESCRIPTION

The project will be a series of conferences organized by an Nevada Library Association Ad Hoc Committee, and led by an MBO expert. The conferences will be executed as an MBO game plan in order to accomplish specified goals and objectives.

Conference I. Participants will include members from an NLA Ad Hoc Committee, library personnel directors and Nevada State Library staff. Conference purpose includes:

1. To assess local and state needs for library certification and manpower
2. To assess present manpower training programs
3. To select participants for Conference II
4. To formulate and select subject areas to be explored by these participants in the form of

"white papers" (these subjects will reflect objectives of the Project Proposal)

Conference II. Participants will include personnel selected by Conference I. Conference purpose includes:

1. Present, analyze and discuss white papers
2. Make recommendations from these "white papers" concerning form and design of the library certification plan (and reflecting objectives of the Project Proposal)
3. Publish and distribute these recommendations for Conference III

Conference III. (Permission to be sought from Governor to label this Governor's Library Manpower and Training Conference) Participants will include heads of agencies, politicians and experts on a local and state level. Purpose includes:

1. Consider the recommendations presented by Conference II and justification for these recommendations
2. Approve the recommendations or formulate alternative recommendations which should be presented to the NLA Government Relations Committee for bill drafting if appropriate
3. Seek support for these recommendations from all government levels
4. Publish the input of meetings II and III in a proceedings

JUSTIFICATION

No comprehensive Nevada Manpower library training or certification master plan exists. One or two public libraries have taken partial responsibility for in-house or continuing education; and the Nevada State Library has made sporadic attempts to provide seminars and workshops to keep library personnel informed on library developments in the state. The Universities provide several annual library courses on an undergraduate level for the teaching profession which includes library courses as an annual updating of teacher certification. The Community Colleges offer little for the developing library employee. And none of these courses are tied to a comprehensive state-wide job description or certification plan in which a combination of academic achievement, work experience and worshop training are involved.

There is a continuing need to provide library employees with a job title that is consistently recognized throughout the state. E. g., a library worker employed for several years as a library technician in one Nevada library should be able to seek an equal position in another library ~~instituion~~. In other words, a library technician should with equal responsibilities be a library technician in an academic or a public library. Furthermore, there is a continuing and vocal demand by library support staff for recognition through salary and title adjustments to allow a combination of library experience, workshop training and academic achievement to design the individual's job classification in the library. It seems appropriate that this demand be considered

Comments addressed to Congressman David Towell and sent to the Commission by Mr. Towell.

The National Program as discussed in "A synopsis..." describes a plan which the nation is long over due in establishing. The philosophy and outline of activities and procedures provide a theme for which to strive and establish in the United States.

Nevada requires library financial aid and furnishes an excellent example of a state too large geographically, too small in population, and too new in wealth to have established library services to any degree. Distances pose problems in communications, and in order to establish library service in its cities, Nevada must tie into a larger administrative and cooperative unit. It would seem resources from other, richer states could be ideally called upon to help Nevada citizens.

Since it can equate its library services with its population growth, the state requires additional financing. In the past, growth in Nevada libraries emanates from Federal and Fleischmann Foundation grants. Continued federal aid to libraries in consideration for cooperation within intrastate agreements appears to be a rational approach to supplementing the library needs of the state.

It is difficult to pinpoint the deficiencies in library service, but it is obvious by traveling from town to town that rural Nevada lacks a plan for library service. Nevada is large and in order to reach rural populations requires hundreds of branch libraries throughout its counties. However, few exist in counties that contain perhaps 600 miners and ranchers within several thousand square miles of desert.

Nevada includes a number of isolated federal Indian reservations and colonies. And although state and federal education systems provide schooling, access to library materials as known in large cities is not available. There have been attempts to reach these areas -- one in Elko County -- but without backup resources of a large library very few books and certainly AV materials ever reach these children.

Cable TV is not available. State legislatures have stressed this technological area, but are unable to provide funding to carry out a statewide plan for educational purposes. Cable TV could potentially provide wide coverage in sparsely populated Nevada, but can it be utilized for library services? A federal grant to study this approach would be useful.

To provide library service from a network or regional approach also has been proposed and is being developed within Nevada. Evaluation of this project has yet to be presented as evidence of its usefulness. Telephones and telegraph units provide efficient request service between large cities, but where does the small community without resources (telephone fees) fit? Can each small library pick up a telephone or use a TWX unit requesting library books or materials? Is it economically feasible to spend the necessary funds to provide this service for a community of 200 people? These questions should be studied and answered before a final comprehensive national plan has been implemented.

Because Nevada is young, library resources are few, and the various kinds of libraries have cooperated in developing borrowing and informational agreements. But on the occasions that Nevadans request items outside of the state, the total nonconformity of library standards, practices, policies and procedures make rapid and efficient receipt of materials impossible. Interlibrary loan requests from other states take sometime many months, because there is no one central union catalog for all published materials in the United States. And if the library owning the title is unprepared or unwilling to loan or copy or research a periodical title, Nevada patrons may continue to wait for some time before denial is returned.

The National Plan would solve these problems, and many more citizens would use the library.

NEVADA LIBRARY ASSOCIATION

August 13, 1974

Included are a few comments upon the national program as presented in *A Synopsis of the second draft proposal* in relationship to Nevada.

Essentially the national plan is an ideal situation and incorporates theories and proposals presented to the profession for twenty years.

Network concepts are not new, or are the "barriers to cooperative action". Nevada believes in a regional network and, in fact, has proposed many such theories. Based upon these theories, it has developed its state-wide regional plan.

But the important elements in the National Plan are those dealing with funds to be given to states to strengthen EXISTING STATEWIDE RESOURCES AND SYSTEMS.

Nevada needs money! It cannot do it alone.

Jack I. Gardner
President, Nevada Library Association
400 E. Mesquite
Las Vegas, Nevada 89101

Ms. Frae Ellery Hay
Rock Springs, Wyoming

Concern: Wyoming Libraries

The Wyoming constitution provides for a state library in Cheyenne and another library in each county autonomous from the state. The county libraries have become wary of any attempts at advice or direction from the state library but enjoy good interlibrary loan service from there.

An influx of population in the last decade has brought more sophisticated users to very traditional libraries. Responses to their new demands for service have been made in only a few wealthy counties. Poor counties fall further and further behind.

Library trustees tend to be a homogeneous group primarily interested in maintaining the status quo. Changes are needed in qualifications for and appointments to these Boards to provide representation for all groups including newcomers. Terms should be limited to four years.

Wyoming needs continuing education for library workers, financial aid for poorer counties, a retirement plan for library staffs, more intrastate cooperation, vast improvements in institutional service, more branches and bookmobiles to reach the people and concerted efforts to serve minorities and young adults.

Questions:

1. If Wyoming county libraries tend to be both insular and autonomous, how do you think they might best be convinced of the benefits of participation in a national program?
2. What activities or procedures would you suggest for updating or enlarging the viewpoint of Wyoming's, and the nation's, stand-pat trustees?
3. Does your library use any of the less traditional delivery systems such as Cable TV, Books-by-Mail, citizen use of a WATS telephone line, etc.? How well are these systems received by the public? And what are the reactions of the staff?

Box 188
Rock Springs, Wyo. 82901
July 20, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to offer some of my thoughts on libraries and library services in the State of Wyoming.

Residents of Wyoming have been fortunate in that a provision for a State Library in Cheyenne and a County Library in each of the twenty-three counties in the state was incorporated into the Constitution of Wyoming over eighty years ago. This constitutional provision made for a strong system of county libraries inasmuch as each county library was absolutely autonomous, which helped focus local funding and local involvment. However, through-out the years, this peculiar autonomy has resulted in a situation which, in my opinion, is not so fortuitous. I shall attempt to explain:

Because of the autonomy in each county library and because of the greqt distances between counties and from the State Library in Cheyenne, the county libraries became quite insular. Any advice or direction from the State Library was viewed with considerable suspicion, and with some degree of resentment. Some of the county libraries became fearful that "the State Library was going to take them over," or at the very least, dictate policy. I regret to say that lingering traces of this suspicion still exist today.

When Wyoming was a young frontier sort of state- entirely rural- the libraries of Wyoming offered fairly good traditional library service to patrons who came to the libraries. The county libraries have always enjoyed the best of inter-library loans from the State Library in Cheyenne.

But for the last decade Wyoming has been in a state of great flux as regards population. Natural resources have been discovered in tremendous quantities in some of our counties and industries have moved into those counties in large numbers, bringing with them thousands of new people to work in those industries. All of these new people are, of course, potential library users. Many of the new population are not traditional library users, such as our county libraries have been accustomed to. Instead, they are far more sophisticated than our long-time residents, more used to varied and extensive library services, and far more demanding of the local libraries.

I feel that the libraries of our state must change- in some cases radically- in order to meet the new demands placed upon them by an exploding population of "outsiders". A few of our libraries have met the challenge admirably and in outstanding ways, but they are for the most part located in the wealthy counties. The libraries located in the poorer counties- those in which the assessed valuation is not high enough to permit adequate library funding- are falling woefully behind in the matter of library standards. I feel that something must be done to equalize library funding.

Our institutional libraries in the state, i. e., those serving correctional institutions, are a disgrace. The State Legislature has never seen fit to budget sufficient funds for the establishment and maintenance of even minimal libraries in the institutions. These institutional libraries need help in the most desparate way.

I realize that institutions change slowly and leaders of institutions perhaps change even more slowly than the institutions themselves. This brings me to the subject of library trustees, who are responsible, as I have always understood it, for the leadership of the libraries in the state of Wyoming. At this point I believe that I should point out that I am a library trustee. I am a female, middle-aged, middle class and middle-browed. I think I would be safe in saying the three-fourths of the trustees in the state fall into this same category. I am generalizing of course, but it is my feeling that the majority of library trustees are primarily interested in maintaining the status quo in library services. I am serving my twelfth year as a library trustee on our county library board and this service has made a radical out of me. I very much doubt if we can accomplish the changes in libraries in Wyoming which are vitally necessary at this time, unless some changes are made in the qualifications and appointments of library trustees. In this connection I advocate the following:

(1) More young persons should be appointed to the county library boards. I mean really young- eighteen, nineteen.

(2) Minorities should be represented on library boards.

(3) Different social and economic levels should be represented on the boards.

(4) Some newcomers to the community should be appointed to the boards- this way at least old board members might be exposed to what is happening in libraries in other parts of the country.

(5) Terms of office for library trustees should be limited to a four term. (I advocate this in spite of, or perhaps because of the fact that I have served for eleven years as a trustee.)

The following is a brief listing, in order of priority, of what, in my opinion, we in Wyoming need for better libraries and better library service:

(1) Certification of library administrators.

(2) Hand in hand with the requirement of certification, we desperately need continuing education for all persons who work in libraries in the state. This could be in the form of in-depth work shops and on-the-job training sessions conducted by the State Library. It could be time-off with pay, plus tuition and expenses paid for short courses at the University of Wyoming or at the State Library. College credit could be given for these short courses in librarianship.

(3) State and/or Federal aid to poorer counties to equalize funding for county libraries. This aid or grant could be

based upon meeting certification and standards by the library receiving the aid.

(4) A state-wide retirement plan and fund for library administrators and staff.
(5) More intra-state cooperation between libraries.
(6) Vast improvements in the institutional libraires in Wyoming.
(7) More informal, store-front type branch libraries located where ~~it is~~ they are accessible to the new population- in trailer courts, laundermats, motels, etc.
(8) More book mobiles and library vans for rural and out-reach service.
(9) Concerted effort to reach and serve the minorities and the young adults. At present we are not making enough effort to reach either of these groups.
(10) I cannot comment on library service to Indians on reservations, as I know nothing about the subject. I would say that county libraries located near Indian reservations have not encouraged library service to Indians- at least not to my knowledge.

The above list of needs and priorities would naturally take money and direction from someone more knowledgeable than our present county library boards. Both the funds and the professional direction could come from either the State or the Federal Government, or a viable combination thereof. Whether or not the funds and the directional aid and assistance would be acceptable to the county libraries, I do not know and cannot predict. It will probably take a library revolution!

Respectfully submitted,

Frae Ellery Hay

(Ms. Frae Ellery Hay)
Box 188
Rock Springs, Wyoming 82901

FEH:ms

Jane Greeley
University of Denver
Graduate School of Librarianship

Miss Greeley's testimony is a video-tape presentation on the use of Cable TV in libraries.

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ABSTRACT

The use of technology in libraries is often hindered by inadequate knowledge of what a particular technology can perform or provide. The purpose of this tape is to introduce the technology of videotape to librarians.

The target audience of the production is the librarian in a public library setting who has had little or no exposure to video but who would like to gain an overview of possible applications of video for libraries.

The production planning method adopted was to script the audio section of the tape and then shoot video segments to illustrate this script, incorporating sample segments of tapes produced by other libraries and live examples of ways video might be used in libraries. From the initial script and tape footage the final format of the production was done at the editing stage. The tape itself then is the only final record of content.

This tape is stored in the Graduate School of Librarianship Technology Laboratory.